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ABSTRACT

This document is comprised of weekly newsletters, compiled by month, for family child care providers for the year 2003. Each theme-based four-page newsletter contains: (1) creative activities for use with mixed-age groups of 2- to 5-year-olds; (2) ideas on guiding behavior, organization tips, and Monthly Planning Calendar; (3) special sections for infants and after-school students; and (4) at-home learning activities for caregivers to earn continuing education and Child Development Associate credit. In addition, a reproducible two-page parent handout is included with each month of newsletters sharing with parents book titles, songs, activities, and recipes used in the family child care setting. Theme topics include: parent involvement, observing the Surgeon General's call to action to decrease obesity among children, ending the school year with style, helping children develop thinking skills and background knowledge, and reading aloud to children. (HTH)

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Everyday TLC: Teaching, Learning, Caring, 2003.

Lisa L. Durkin, Editor-in-Chief
Sandy Miller, Managing Editor

TLC Press

2003

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Everyday TLC
TEACHING LEARNING CARING

January 2003

For People Who Care for Young Children

PLANNING YOUR PROGRAM WITH *EVERYDAY TLC*

Using *Everyday TLC* is easy and fun. When you receive your monthly packet, you'll want to:

1. Make time for a short planning session for yourself and any helpers you might have. (Naptime works well.)

2. Separate the newsletters and set aside the **Parent Handout**, *Parents and Kids Together,* until the time when you usually send home parent information. If you send it home at the same time each month--perhaps at the beginning of the month--parents will look forward to receiving it. Families in which children spend their days in child care appreciate ideas that help make the time they spend together as rich as possible. They especially like suggestions of books to read at bedtime and recipes to share together.

3. Read over the **Learn-At-Home Training** and put it aside until the end of the month. You'll receive one eight times during the year.

4. Take out the **Planning Calendar**. It is broken down into the four or five weeks of the month. On the left, you'll find the names of five specific activity times that you might consider planning for:

◇ **Circle time** is usually held twice a day. The first is in the morning to welcome children, discuss the day's events, and read a story or sing a song. The second circle time is held at the end of the day to wind down, read stories, and talk about what was discovered during the day.

◆ **Free Choice/Specials** are games and activities you change regularly. You might change your selection of toys every two weeks. A Special Activity might be related to your weekly theme such as a seasonal puzzle.

◇ **Learning Centers** relate to the special areas where children can do specific activities related to Math, Science, and so on.

◆ **Creative Art Activity** is any art activity you choose to do as a group that needs pre-planning.

◇ **After-Schoolers** is a place to plan something for your school-age children. It can be theme-related or just relaxing after homework.

◆ **Prep Work** gives you a place to make notes about any special preparations you need to make before presenting the activities.

This Month in http://www.familytlc.net

TODDLERS:
△ Colored Icebergs
TWO'S
▲ My Frosty Snowman
THREES AND FOURS:
△ Snowman Snack Server
FIVE TO SEVEN YEAR OLDS
▲ Time Yourself Getting Ready to Go
EIGHT TO NINE YEAR OLDS
△ Getting Control of Time
PRETEENS
△ Hot White Chocolate
TEENS:
▲ Personalized Clock

This Month in *EVERYDAY TLC*

- ● Fun with Leftover Greeting Cards
- ○ Indoor Exercise
- ● Winter Songs, Stories, Poetry
- ○ "All about Me and My Senses" Party
- ● Learning about Time

NO Learn-at-Home Training this month

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Everyday TLC
TEACHING LEARNING CARING

PARENTS & KIDS TOGETHER

See *Parents & Kids Together* in Spanish at www.everydaytlc.com

BOOKS TO READ

IT'S A NEW YEAR!

- *First Night* by Harriet Ziefert (Putnam)
- *Angelina's Ice Skates* by Helen Craig (Pleasant Co.)
- *Happy New Year Everywhere* by Arlene Erlbach (Millbrook Press)

WINTER

- *The Totem* by Astrid Lindgren (Paper Star)
- *Snow Ponies* by Cynthia Cotten (Henry Holt)
- *Winter Waits* by Lynn Plourde (Simon & Schuster)

THE FIVE SENSES

- *My Five Senses* by Aliki (HarperTrophy)
- *The Mixed-Up Chameleon* by Eric Carle (HarperTrophy)
- *The Eye Book* by Dr. Seuss (Random House)
- *Animal Hide and Seek* by Teddy Slater (Gareth Stevens)

EXERCISE FOR KIDS

- *Babar's Yoga for Elephants* by Laurent de Bruhoff (Harry Abrams)
- *Bearobics: A Hip-Hop Counting Book* by Victoria Parker (Viking)
- *Tiffany Dino Works Out* by Marjorie Weinman Sharmat (Simon & Schuster)

SING A SONG OF WINTER

With your child, create your own songs to simple tunes. "Are You Sleeping/Frere Jacques" is always a favorite tune--easy to learn, while repeating alternate lines. Here is a winter song with this familiar tune:

It is winter,
It is winter.
Snowy day.
Snowy day.
Snowflakes drifting down,
Covering the town.
Let's go play,
Let's go play.

Ask your child to think of other words about winter such as mittens, cold, ice, boots. Incorporate her words into this song to the same tune and make up new verses:

Mitten weather,
Mitten weather,
Boots on too,
Boots on too.
Cold makes red noses,
And icy cold toeses
(Sometimes you can invent words!)
I'll play with you,
I'll play with you.

This month, check out these activities at http://www. familytlc.net:

TODDLERS:
- Colored Icebergs

TWO'S
- My Frosty Snowman

THREES AND FOURS:
- Snowman Snack Server

FIVE TO SEVEN YEAR OLDS
- Time Yourself Getting Ready to Go

EIGHT TO NINE YEAR OLDS
- Getting Control of Time

PRETEENS
- Hot White Chocolate

TEENS:
- Personalized Clock

Everyday TLC
TEACHING LEARNING CARING

Week One
December 30, 2002

For People Who Care for Young Children

GREETING CARD FUN

Ask parents to save greeting cards they receive and send them into your program after the holidays for children to use for fun and learning.

GREETING CARD MAGNET STORIES (age 3 and up)

You'll Need: magnetic strips ◆ discarded greeting cards ◆ scissors ◆ glue

What to Do:

1. Look through discarded greeting cards with children. Invite them to tear or cut out pictures.
2. Glue a small magnetic strip to the back of each picture. Let dry.
3. Show children how the pictures will stick to the refrigerator, a cookie sheet, or any metal surface.
4. Talk about the pictures as they are added to the metal surface.
5. Put up one picture and start a story. Stop and have a child choose a picture and tell the next part of the story. Add pictures until the story comes to "the end."
6. Later, encourage children to spend time on their own making up stories or looking for other pictures to add.

GREETING CARD GARLAND (ages 3 and up)

Colorful greeting cards make attractive holiday or special event decorations. Together with your children, recycle them into a garland. Hang the garland in an area where parents can admire it.

You'll Need: old greeting cards ◇ hole punch ◇ scissors ◇ ribbon, string or yarn

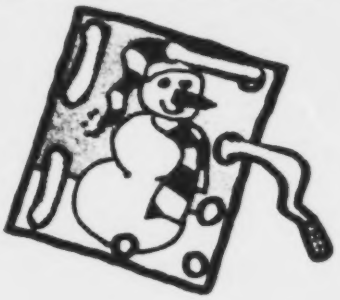
What to Do:

1. Discuss the meaning of "garland" with children. Perhaps you can show them a picture of a garland. Garlands make great decorations any time of the year.
2. Invite children to cut out shapes and pictures from the greeting cards.
3. Help them punch two holes in each picture.
4. Encourage children to thread yarn, string, or ribbon through the holes of each picture.
5. Let children continue to add pictures until the garland is as long as you wish or you run out of cards.

MORE GREETING CARD FUN

HOLIDAY SEWING CARD (ages 4 and up)

"Sewing" is a great way for children to develop fine motor skills needed for later writing activities. Young children may have a hard time with the up and down and going from hole to hole in order. Remember it is the process not the end product that is so important to children.



You'll Need: greeting cards ▲ yarn ▲ tape ▲ hole punch ▲ scissors

What to Do:

1. Let each child choose an old greeting card with a large picture of a holiday item on it. Cut off the covers of greeting cards.
2. Help children use a hole punch to make holes around the design or around the edge of the cards.
3. Cut an 18 inch-long piece of yarn and wrap one end with tape. Make a knot at the opposite end.
4. Let children "sew" by moving the yarn tip up and down through the holes.

GREETING CARD PUZZLES (ages 4 and up)

You'll Need: greeting cards △ scissors △ pencil △ ruler △ business-sized envelope (can be recycled from junk mail)

What to Do:

1. Talk about the cards with children. Let each child choose one to make a puzzle.
2. Let them cut off the back of each card. Remind children to keep a thumb up on top while cutting.
3. On the back side of the front of the card, use a ruler to make a few lines. These will be cutting lines for children to create "puzzle pieces." Make only four or five pieces, less for children under 4.
4. Encourage children to cut on the lines.
5. Turn the pieces to the front and invite children to put their pieces together to make a whole picture.
6. When putting the puzzle together, help children to see the "connections" between pieces, how shapes and colors match to create the whole picture.
7. The pieces can be stored in an envelope. Children can share puzzles with their friends.

HOLIDAY SORT & MATCH GAME (ages 4 and up)

Turn those left over holiday cards into a matching and sorting game to help children develop pre-math skills.

You'll Need: box decorated with holiday wrapping paper or holiday stocking △ glue △ scissors △ cards with holiday pictures △ construction paper

What to Do:

1. Together with your children, cut out or tear a variety of holiday pictures from used greeting cards. Glue them to construction paper.
2. Ask children to put them all into the stocking or decorated box.
3. Let children take turns taking out a picture, naming it, and then grouping it with similar pictures. (Items can be sorted by type, size or color.) Repeat until all items have been sorted.
4. Help children count the items in each group.
5. When you are finished, store the game pieces in the decorated box or holiday stocking.

Everyday TLC
TEACHING LEARNING CARING

Week Two
January 6, 2003

For People Who Care for Young Children

CREATE AN INDOOR FITNESS CENTER

In the spring and summer, young children can run through fields, climb over fences, climb trees, and hop over streams. Even city kids have lots of chances for exercise. In the winter, many children don't get those chances. Here are a few ways to bring physical activities inside.

Find an old, clean piece of two-inch foam or an old clean child-sized mattress. Lay it on the floor to use for jumping and tumbling.

Make two jump ropes from an old clothesline. Place the ropes on the floor parallel to each other about one foot apart. Have children jump over both ropes without landing between them. Gradually, make the opening between the ropes wider. See how far children can jump. This game is called "Jump the River."

Machine sew together the ends of at least three feet of one-inch thick waistband elastic, so it forms a circle. (This is available at fabric or discount stores.) Let a child slip a part of the elastic circle under her foot and stretch up with her arms.

Keep a record or cassette player close by. Choose some light music for dancing.

Make barbells for children to lift. Stick the ends of a thick, wooden dowel into two papier-mache covered balloons. Fasten each end with tape. Children can pretend to be weight lifters.

Exercise Do's and Don'ts

Physical fitness for young children is more than a few jumping jacks and toe touches. Pre-schoolers need a well-planned regular exercise program, but not the same exercises as adults.

Here are some important do's and don'ts to keep in mind when you plan a fitness program for your children.

○ DON'T DO ATLAS TYPE EXERCISES, FEATS OF STRENGTH, OR HEAVY PUSHING OR PULLING. These exercises enlarge, stretch, and strain, developing muscles and can cause permanent damage.

○ DON'T DO EXERCISES THAT JERK, PULL, OR STRAIN MUSCLES OR LIGAMENTS. Slow easy stretching and bending movements are best for the developing child.

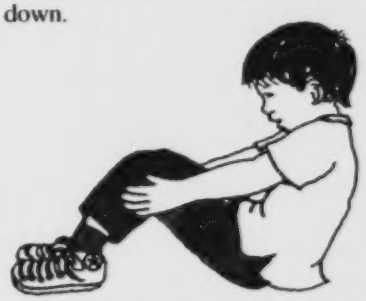
○ DON'T DO FORCED TOE TOUCHES WITH STIFF KNEES. This places too much strain on the lower back and the muscles and ligaments in the back of the legs. Have children flex their knees and bend forward slowly, only as far as they comfortably can.

○ DON'T DO DEEP KNEE BENDS OR DUCK WALKS. They can do harm to the muscles and cartilage that support the knee, and cause later knee problems.

○ DON'T DO STRAIGHT LEG PUSH UPS. It will cause too much pressure and strain on the lower back. Have children rest on bent knees with feet facing upward.

○ DON'T DO LEG LIFTS WITH BOTH LEGS STRAIGHT. This tilts the pelvis forward and places strain on the lower back. Bend one knee and place the sole of the foot on the floor. Slowly, lift and lower the other leg.

● DON'T DO SIT UPS WITH STIFF LEGS. This strains the lower back. Bend the knees, with feet on the floor, hands at the sides. Slowly, roll up; slowly roll down.



● DON'T GIVE REWARDS. Make every child a winner. Offer positive reinforcement, both with words and actions. Praise the child for what she can do and build on her strengths.

● DO MAKE SURE YOUR EXERCISE AREA IS SAFE. When indoors, use a carpeted surface or mats. Exercise outdoors on the grass, when possible.

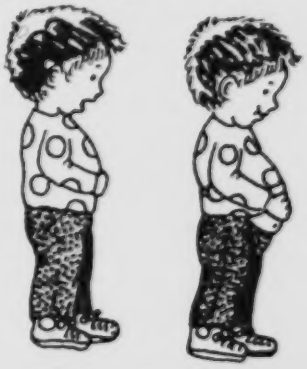
● DO ALLOW TIME FOR FREE MOVEMENT EXPLORATION. Children need to experiment with movement and they need time to freely practice new skills. When they can control how their body moves, it develops their coordination and self-confidence.

● DO ASK PARENTS TO HAVE CHILDREN WEAR COMFORTABLE CLOTHING AND SHOES. Exercising barefoot will help children practice tactile skills.

● DO PROVIDE A TIME FOR WARM-UP, EXERCISE, AND COOL-DOWN. Don't switch back and forth. Start out with slow stretches to prepare the body; work up to an active exercise level and maintain for a few minutes; then, slowly bring the body back to normal.

● DO TRY TO BUILD ENDURANCE. 75% of today's children cannot run in place for one minute. Set a timer for 15 seconds the first day and increase 10 seconds each day.

● DO PRACTICE REVERSE DEEP BREATHING. Push out the stomach, as you inhale deeply. This allows the lungs to fill more deeply and exercises the chest muscles.



Exhale Inhale

● DO PROVIDE DEVELOPMENT TASKS IN SEQUENCE. Start with the simple exercises and work up to the more complicated ones. Remember a child must be able to hop before she can skip.

● DO CHANGE YOUR ROUTINE. Don't do boring and repetitive exercises, just to wear the children out. Plan your activities for total fitness. Strive to make exercising fun, exciting, and the basis for a lifelong fitness program.

Everyday TLC
TEACHING LEARNING CARING

Week Three
January 13, 2003

For People Who Care for Young Children

WINTER BOOKS, SONGS & FINGERPLAYS

Winter words can draw pictures in your mind as beautiful as the frosty scenes on early morning windows. Words, books, songs, and poetry are important in learning language skills.

Think about what you do everyday. You're likely to be pleased and even surprised at how many times each day you're already helping your children develop pre-reading skills. By promoting a love of books, stories, poetry, and songs, you give young children a head start on reading.

Look around your room, out the window, and build on where you are and what you see. Introduce words that relate to your children's world as it looks and feels to them at the moment. Begin with winter words. Winter vocabulary may be new to children who do not really remember another winter. It is exciting when we begin to connect experiential activities to favorite books, stories, and songs. Here are some activities that invite children to explore words and form a solid base in language arts for future readers.

SING WINTER SONGS

We like to create our own songs to simple tunes. "Are You Sleeping" is always a favorite tune--easy to learn, while repeating alternate lines. Make up your own winter songs such as this one:

WINTER
It is winter,
It is winter.
Snowy day.
Snowy day.
Snowflakes drifting down,
Covering the town.
Let's go play,
Let's go play.

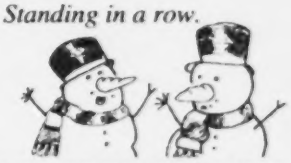
Ask children to think of other words about winter such as mittens, cold, ice, boots. Incorporate their words into a song and make up new verses:

WINTER CLOTHES
Mitten weather,
Mitten weather,
Boots on too,
Boots on too.
Cold makes red noses,
And icy cold toeses
(Sometimes you can invent words!)
I'll play with you,
I'll play with you.

SING A SNOWMAN SONG

(Tune: "Mary Had a Little Lamb.")

Little snowmen, round and white,
Round and white, round and white.
Little snowmen, round and white,
Standing in a row.



SING A REINDEER SONG

(Tune: "Alphabet Song.")

Little reindeer,
Pull my sleigh
Flying high this snowy day.
Over houses, trees of green,
Tell me everything that you've seen.
Little reindeer,
pull my sleigh
Flying high this snowy day.

As you can see from these songs, they do not have to be great poetry (and don't even have to rhyme.) When children realize that their thoughts can be sung as a song or included in a story, words become important.

READ AND TELL STORIES!

Look for books with beautiful art that help children develop their imagination and touch their sense of beauty. Provide a wide selection of books. Choose some with simple vocabulary and themes—familiar books are comfortable. Also try to share books with longer words and more complex ideas to challenge children and expand their vocabulary.

● A favorite winter book is *Fox's Dream* by Tejima (Scholastic), which has some words and phrases that are harder than the usual picture book. However, the unique artwork contains such beautiful imagery that all children love it. Use a book such as this one to invite children to talk about what can be seen and heard in winter at circle time.

To add concrete learning to the beauty of a book such as *Fox's Dream*, find other stories about foxes (or whatever animal you are reading about). This will help children realize that these are not imaginary animals, and also help them learn about the habits of a fox. Use nature magazines such as *Ranger Rick* for pictures of real foxes. You might even plan a field trip to a zoo or farm, if the book you are reading is about farm animals.

● A very simple book that is fun and has no complicated vocabulary is *Here Comes Winter* by Janet Craig (Troll Books). It is a short story about a rabbit who works hard to get ready for winter. The bunny goes shopping to buy buttons, cloth, and zippers, and then begins to make a mysterious "something."

Children have fun guessing what the rabbit is doing to get ready for winter. There is a lot of sing-song repetition, predictability, and funny line drawings. Encourage children to think of ways their families get ready for winter such as putting up storm windows, buying warm clothing, and cooking oatmeal. Chant these into your own song-story.

● *The Jacket I Wear in the Snow* by Shirley Nietzel (Scholastic) has a similar theme; dressing warmly in winter. This book combines words and pictures, with lots of repetition and rhymes so that children can help with the reading.

Plan practical activities for both of these short books by practicing independent dressing and undressing skills; using caps, mittens, coats, leggings, scarves, and boots. Draw pictures of the winter coats, boots, mittens, and scarves in the book, and use them on a flannel board to retell the story. Children can easily practice getting ready for winter by deciding which pieces of clothing to put on a flannel-board figure (much easier than buttoning a real coat).

WINTER FINGERPLAYS

There are many winter fingerplays. Try these or make up your own.

THE SNOWMAN AND THE BUNNY
A chubby little snowman has a carrot nose.
Along came a bunny,
And what do you suppose?
That hungry little bunny
Looking for his lunch,
Ate that little snowman's nose…
NIBBLE, NIBBLE, CRUNCH!

TREE IN WINTER
Outside the door the bare tree stands,
And catches snowflakes in its hands.
And holds them well, and holds them high,
Until a puffing wind comes by.

THE SNOWMAN
I am a snowman
Cold and white
I stand so still all through the night. (stand up tall)
I have a carrot nose way up high (point to nose)
And a lump of coal to make each eye. (point to eyes)
I have a muffler made of red
and a stovepipe hat upon my head.
(place hands on top of head)

SNOWFLAKES
Snowflakes look like dainty lace.
I felt three soft ones upon my face.
I felt one on my chin and two on my lip,
I caught one on my finger tip.

Everyday TLC
TEACHING LEARNING CARING

Week Four
January 20, 2003

For People Who Care for Young Children

CELEBRATE YOUR SENSES

It's Martin Luther King's Birthday. Have a PARTY— celebrating your children and how special they are. You are also celebrating the similarities we share as members of the human race—our appreciation of the world through our senses. You could invite parents, another group of children, a senior citizen's group—or just enjoy the fun yourselves. There are instructions for very personal invitations at the right.

On the next two pages, there are suggestions for centers with activities to help children explore their five senses. The children themselves make the healthy goodies at the TASTE center.

On page 4, there is a group activity to help children develop another important sense—the sense of responsibility and caring we all should feel for our fellow human beings—especially those less fortunate than we are. We hope you will include this project in your festivities. HAVE FUN!

PARTY INVITATION

Let children trace their handprints on construction paper. Fill in WHO, WHAT, WHEN, WHERE, and WHY on the five fingers.

IT'S PARTY TIME!
WHAT: A "ME" Party
WHEN: 10 A.M. Tuesday February 4, 2003
WHERE: 10 Gracewood Park Rd.
WHY: To celebrate us!
WHO: Gracewood Park Child Care
PARTY TIME!
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EXPLORE THE SENSES

TASTE TABLE

● Serve vegetables with dip: let children peel and cut up carrots, broccoli and cauliflower florets, cucumber wheels, cherry tomatoes, and pepper strips. To make a DIP, use sour cream or cottage cheese (whipped smooth in a blender) as a base and add dill, parsley, celery seed, paprika, and/or chopped green onion. Set ingredients out on the table. Let children mix base and additions in scooped-out orange cups.

● Use the orange pulp from the scooped-out orange cups to make ORANGE SIPPERS. Put pulp of one orange, without seeds, in a sandwich-sized, zip-locking bag. Squeeze out most of the air and seal. Let the child squeeze the orange in sealed bag to get out juice. Open corner slightly and place straw inside. Let the child sip the juice.

● Our tongues can detect the tastes of sweet, sour, bitter, and salty. Prepare a tasting tray for snack time. Provide sweet items such as apples, pears, and other fresh fruit. Sour items may include lemons and limes. Salty is experienced with pretzels and various crackers. Don't forget to find something bitter too such as horseradish.

● "Taste and Tell" can be used for children, four years and older. Blindfold children, then offer them a spoon of food to taste. Food items may include jelly, pudding, yogurt, mashed potatoes, etc. After the first bite of food is given, continue giving other bites of food. When the child tastes the food that matches his first bite he says, *"Match!"*

SIGHT TABLE

● Have different sight instruments on the table for children to use: hand lens, magnifying glass, binoculars, sunglasses with different colored tints, and if possible, a simple microscope.

● Have children categorize different colored blocks, mittens, socks, etc. Fabric patterns can be sorted according to checked, plaid, dotted, and so on.

● Ask a local paint store to donate paint chip samples for children to sequence from lighter to darker shades.

● Ask your children's librarian to direct you to picture books about animal camouflage (See In the Book Corner for suggestions.) How do animals try to trick us by hiding in different habitats?

● Lay out four to ten objects in front of children. Ask them to study the items for a short time. Then cover the objects with a large cloth. Have children close their eyes while you pull one or more of the objects from under the cloth and hide them behind your back. Let children then open their eyes and try to remember what objects are missing!

● Play Find the Shapes. Have children find as many examples of the shape in the room as possible. For instance, circles may include: clocks, thermostat, fire alarm bell, door knob, etc.

Everyday TLC
TEACHING LEARNING CARING

Week Five
January 27, 2003

For People Who Care for Young Children

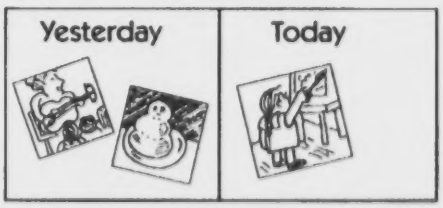
IT'S ABOUT TIME!

A young child's idea of time is different from an adult's idea. You can help young children develop an awareness of the sequence of activities, the duration of events, the relationship of time to activities, and time-related words through games.

YESTERDAY, TODAY, AND TOMORROW

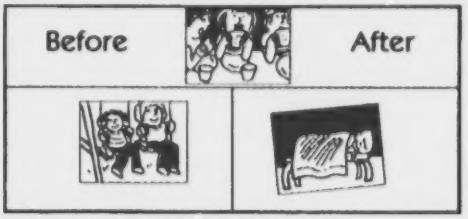
Begin with a chart divided in half, labeled ***Yesterday*** and ***Today***. Show children a photograph of an activity that happened yesterday or will happen today. Ask them to tell when the activity happened or will happen and place the picture on the correct part of the chart. For example, *"This is a picture of Miss Bea playing guitar. Did Miss Bea come yesterday or will she come for music today?"*

Once children have learned these two concepts, make a new chart, adding a third column that is labeled ***Tomorrow*** with pictures of activities that will typically happen the following day.



BEFORE AND AFTER

Divide a poster in half, labeling one column ***Before*** and the other ***After***. Place a picture of children involved in an activity such as eating lunch at school, above the dividing line. Show children a variety of pictures and ask them to decide whether each activity occurs before or after the activity at the top of the chart. For example, *"What is happening in this picture? Yes, it is a picture of children taking a nap. Do we take a nap before or after lunch?"* Put the picture here, in the place for activities after lunch.



How Long is a Minute?

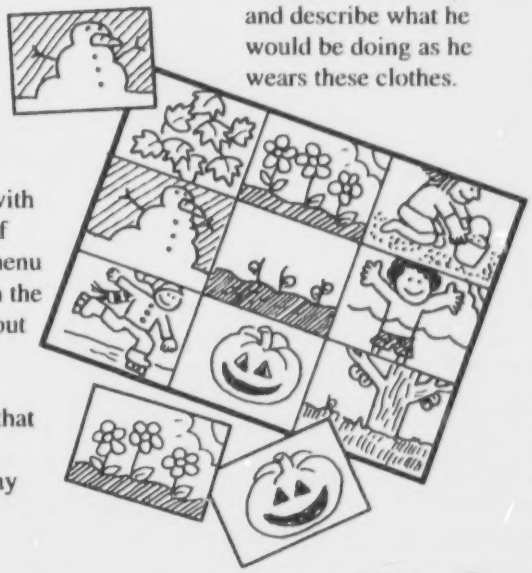
Help children develop a sense of the passage of time by relating it to the number of activities they can do during that period. Use a stop watch, kitchen timer, or egg timer to note the passage of time. For example, *"How many times can you clap your hands in one second?"* or *"How many times can you tap your shoulders in one minute?"*

What Should I Wear Cut-Outs

Cut out one picture of a boy and one of a girl. Mount and laminate them. Cut out a variety of pieces of clothing typical of what a child would wear to play or for bed. Have the child "dress" the cut-out picture and describe what he would be doing as he wears these clothes.

Calendar Cut-and-Paste

Make a weekly calendar to send home with each child the last day of the week. Include the menu or any other information the parent needs to have about the following week. Give children pictures showing special events that will occur and let them paste each picture the day it will occur.



Seasons Lotto

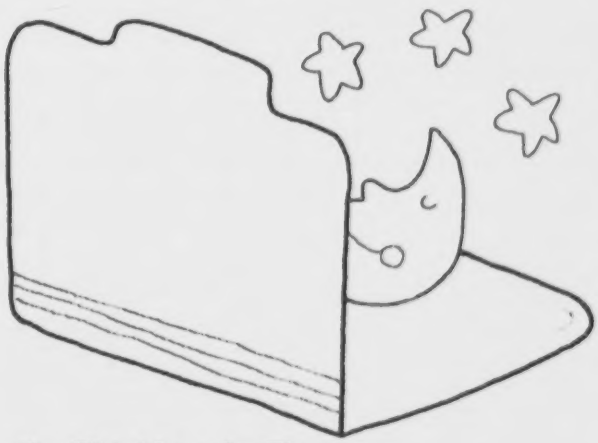
Make lotto boards with scenes and activities that are found in each season of the year. Make a set of activity and scene cards so children can tell what a card shows and match it to the picture on the board.

Daytime/Nighttime File Folder Game

Decorate a time file folder with a simple picture of daytime on one side and nighttime on the other. Add the words ***Day*** and ***Night***.

Work with children to find pictures from magazines about activities that typically occur during the day or at night. Mount them on construction paper and cover them with clear contact paper.

Have children sort the pictures into the file folder.



I'm Thinking of a Time...

Play a word game in which a child tells the time of day or the season of the year in which a special activity happens. For example:

"Is it morning or night when the moon comes out?"
"Is it springtime or fall when we make jack-o-lanterns?"
"Is it summer or winter when snow falls?"

Sequencing Cards

Things change over time. Use store bought sequencing cards or make a set showing things that change over time. Place one picture on each card and have children arrange them in order from beginning to end. Ask them to describe what is happening.

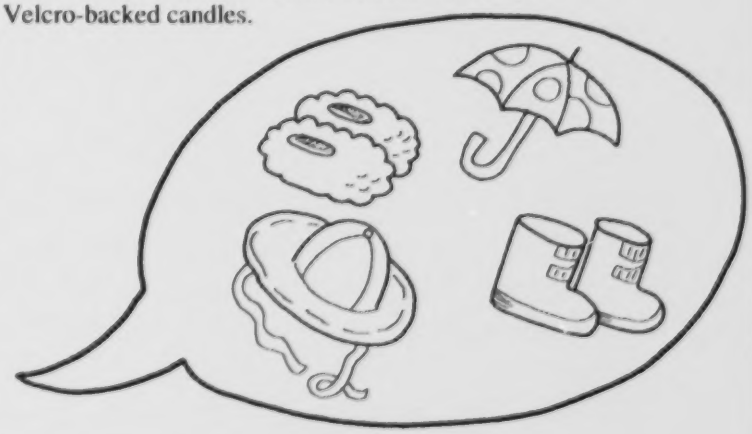
Time to Eat

Time influences the kinds of foods we eat. Have children make separate collages for foods they eat typically at breakfast, lunch, dinner, and snack.

Happy Birthday

Birthdays measure time in years. Make a three-dimensional graph showing each child in your group, with a block for each of their birthdays. When a child reaches another year, he can add a block to the graph.

Cover a picture of a large birthday cake with clear contact paper. When a child has a birthday, write his name with dry ink on the cake and then have the child add the correct number of Velcro-backed candles.



What Doesn't Belong?

Play another word game, listing several items from a particular season or time of day. Ask children to name the thing that does not belong in that group. For example: umbrella, raincoat, bedroom slippers, rain boots.

PUT TODAY AWAY TO SHARE WITH TOMORROW

For young children, talking about the past usually revolves around yesterday or maybe last week. Young learners don't have a sense of what the "past" or "future" are. Children can learn much about the past and think about the future by creating a time capsule.

- First, show children photographs of people or items from the past. The Sears and Roebuck catalog (found at most libraries) is a good source. You can compare what a washing machine looked like sixty or seventy years ago with how it looks now. Ask children to try and find items that may not have existed years ago such as computers, televisions, or Barbies.

Ask parents to make copies of old letters for children to read. Have children pick out words or phrases they have never heard of before.

- Ask parents to bring or send in copies of old family photos. Have children point out the differences in clothing, hair, or things such as cars, houses, and toys. If the photos are black and white or tinted brown, children can compare them to newer color photos. You'll probably find that the older the photos are the less individuals smile. Children will also laugh at families' wedding attire pointing out differences in each photo.
- Ask parents to bring old toys or clothing for children to compare with similar items. If you have it, show your first Barbie doll and your great grandmother's glass beads. Ask parents to bring in painted buttons, tin soldiers, and baby clothes for children to explore.
- When children are done examining items from the past, it's time to create their own time capsule. Have your young learners think about what they would like other children to see or know about them. Encourage them to write stories (or cut out/draw pictures) to represent things that they like to do, favorite toys or games they like to play, books they enjoy reading or listening to, favorite foods they enjoy eating, and favorite TV shows and movies.

Take these pictures and stories along with photographs of children and place them in the time capsule. You could use a plastic shoe box, cardboard box (that children have decorated), or a round cardboard cylinder (found at any packaging store) for your time capsule. Write the place, date, and time for future groups.

Five years from now have the new group open the time capsule. Have them compare the items to items they are currently using, have heard about, or seen. What toys are still popular? Is that TV show still on the air? Are their clothes or hairstyles different? Do they see similar items that they wear or use now? Are there any items that they have never seen before? Is there any item in the written stories that they have never heard of before?

During the first five years children will not be able to open a time capsule, but after that each group will open one. It's a wonderful way to learn about yesterday and today—and then create something to share with the children of tomorrow.

Ideas :Susan Entz, Karin Leigh-Spicer

Art: Debby Dixler

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HEARING TABLE

● Have an audiotape on the table with sounds people can guess: siren, bell, door slamming, window opening, cat purring, a dog barking, etc.

● Tape record each child's voice saying: *"Hello, how are you?"* After all the voices are recorded, gather children in a group and play the tape. Can they guess who is speaking each time?

● Have a variety of simple musical instruments—store-bought ones and homemade ones—on the table or in the box under the table. Invite children to play them. Can they play softly? Loudly? Which sounds feel best to their ears?

● Out of sight of children, hide a ticking timer in the room. Can children find it without any clues?

● Have a pair of earmuffs on the table. Sing a song with earmuffs off and then on. How were the songs different? Which way could the child hear better?

SMELL TABLE

● Invite children to make a smell collage. Have on the table: construction paper, watered-down, white glue, paintbrush, and assorted spices such as paprika, curry, cloves, nutmeg, and cinnamon. Let children brush glue on one area of the paper. Put on spice. Shake off any extra. Let them repeat this process with other spices one at a time.

● Gather 12 small, empty margarine tubs. Using these, you can create 6 pairs of scent containers. Gather items with strong smells—peanut butter, ground coffee, garlic powder, etc. Wrap the items in gauze so children cannot see what the ingredient is. Let children sniff the containers and place the matching smells together. Liquids, such as juice and extracts (lemon, butter, peppermint) can be used in the activity by wetting a cotton ball with the substance and then placing it in the tub.

● Make scent cards by putting "scratch and sniff" stickers on index cards. Scent cards can be matched or placed in category piles.

● Special scents often trigger memories. Have your children smell vanilla, cinnamon, or pine needles. to see what memories they bring to mind. Can children think of other special smells?

● Hide a strongly scented handkerchief or cloth napkin in the room. Can children be detectives using their noses?

TOUCH TABLE

○ Have different-sized feely boxes and bags with openings for hands. Here are some suggestions for objects which can be placed inside: bark, pine cone, cotton, stuffed animal, feathers, heavy string/cord, and so on.

○ Give pairs of children empty coffee cans filled with various textured objects—cotton balls, feathers, velvet scraps, sandpaper, furry fabric, burlap, etc. Have the pairs of children GENTLY rub each fabric on the other's cheek. Is the texture soft? Silky? Smooth? Fuzzy?

○ Let children use the feathers to test each other's tickle spots. (Allow for plenty of giggles!)

○ In the tops of two matching cans or boxes, create a hole just the right size for a child's hand to reach through. Gather pairs of many small objects—cube blocks, Legos, cotton balls, marbles, crayons, etc. Put one of each pair into each container. Without looking into the containers, have a child put one hand into each. When sensing that two items match, the child pulls it out for all to see.

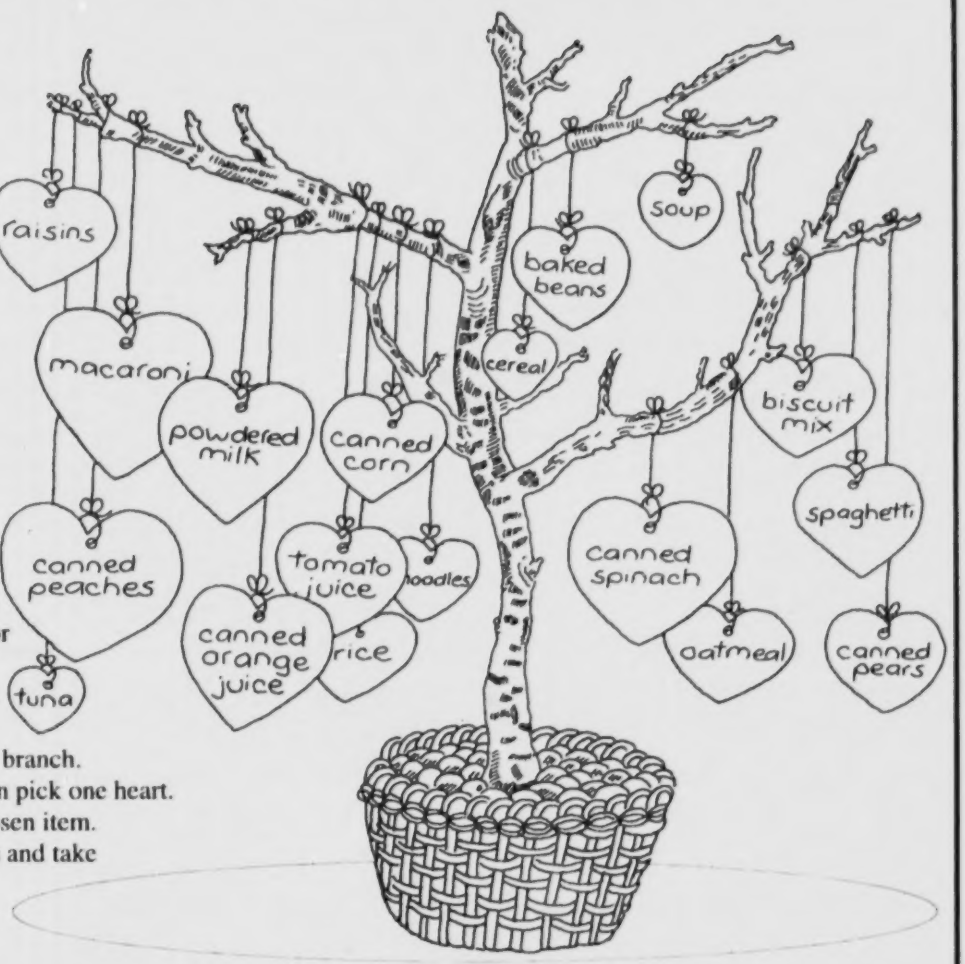
IN THE BOOK CORNER:

- *My Five Senses* by Aliki (HarperTrophy)
- *The Mixed-Up Chameleon* by Eric Carle (HarperTrophy)
- *The Eye Book* by Dr. Seuss (Random House)
- *Animal Hide and Seek* by Teddy Slater (Gareth Stevens)

MAKE A FOOD TREE

This might be a good week to discuss that many people do not have enough food to eat. In the spirit of Martin Luther King Jr.'s birthday, suggest that children donate some food to a local food distribution agency or soup kitchen.

The Food Tree helps children think about good nutrition and helping others. Cut out as many hearts from paper as you have children. With children, talk about good foods that come in cans or packages. Write the name of one of the foods on each of the hearts. Hang the hearts on a tree branch. Have parents and children pick one heart. Let them bring in the chosen item. Put all the foods in boxes and take them to the place you have chosen for your donation.



Ideas: Ethelyn Pinchbeck, Karen Stephens

Art: Debby Dixler

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HEALTHY BANANA SNOWMAN

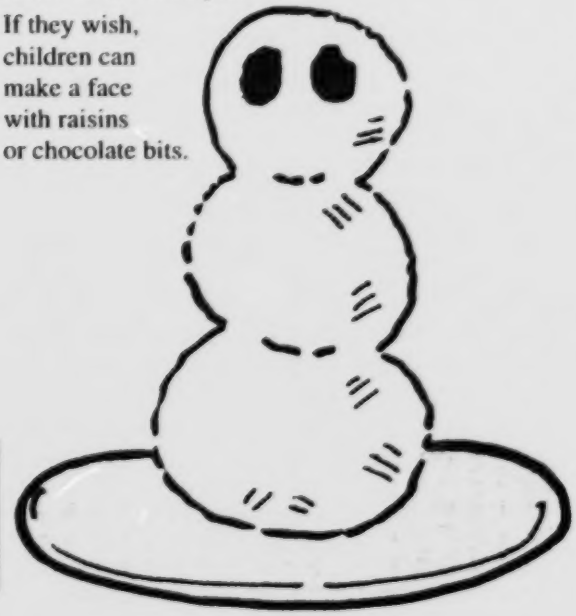
Roll snowballs and create a "yummy" snowman treat!

You'll Need: 2 cups raisins ● 2 bananas ● shredded coconut (or candy sprinkles) ● bowls ● blender or food processor ● measuring cup ● chocolate bits (if you wish) ● toothpicks

What to Do:

1. Let children help you place the bananas and raisins in the blender.
2. Chop up the bananas and raisins in the blender.
3. Place the chopped mixture into a bowl and put in the refrigerator for 10 minutes.
4. Invite children to shape the mixture into balls.
5. Then have them roll the balls in a dish of shredded coconut.
6. Show them how to stack three balls together and fasten with a toothpick.
7. If they wish, children can make a face with raisins or chocolate bits.

CACFP Credit= fruit/vegetable



IN THE BOOK CORNER:

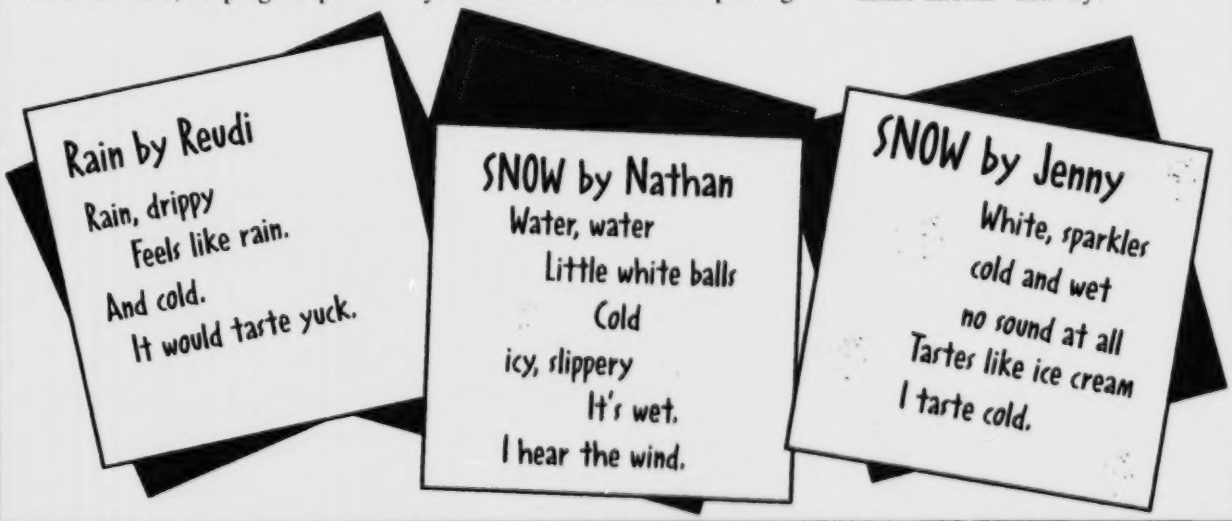
- *The Totem* by Astrid Lindgren (Paper Star)
- *Snow Ponies* by Cynthia Cotten (Henry Holt)
- *Winter Waits* by Lynn Plourde (Simon & Schuster)
- *Snow Dance* by Lezlie Evans (Houghton Mifflin)

WINTER POETRY & THE 5 SENSES!

This winter, help your children use their senses to create poems about the weather. Your children may already be familiar with poetry; you may read to them published works as well as poems your group writes. So they will be eager to create their own poetry!

On a rainy (or snowy) day with an adult present to care for other children, go outside with two or three children dressed warmly for the weather. Let each child look at the rain/snow and describe it in one or more words. Write down what the child says word for word, keeping a separate list for each child. Next let children close their eyes and listen, using their sense of hearing to describe the sound of the rain/snow. Again write each child's exact words. Then continue, encouraging children to close their eyes to better focus on the feel of the rain/snow on their skin, and then on its smell. The last part is usually the favorite—let children stick out their tongues to taste the rain or snow.

Try to read the complete poems while you are still outside, if the weather allows. Otherwise read them when you are indoors. (If you find that children are repeating each other's ideas, it may be better to work with one child at a time.) Later, write each poem on a piece of construction paper, and read the poems during circle or story time as you do with other poetry. (There are some examples of children's poems below.) Children may want to decorate their poems, perhaps using crayons or a wash of blue water-color paint for poems about rain; or using chalk or cotton balls for poems about snow. Children enjoy using their senses and are proud to create their own poetry in this "sense-ational" activity!



Ideas: Jeannine Perez, Susan Tersoff, Margery A. Kranyik

Art: Catherine Minor, Debby Dixler, Nina Woldin

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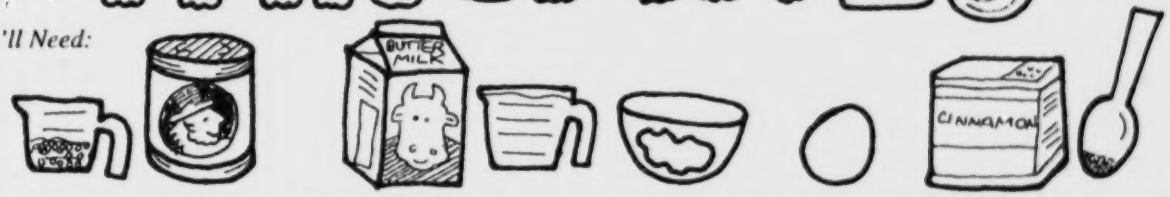
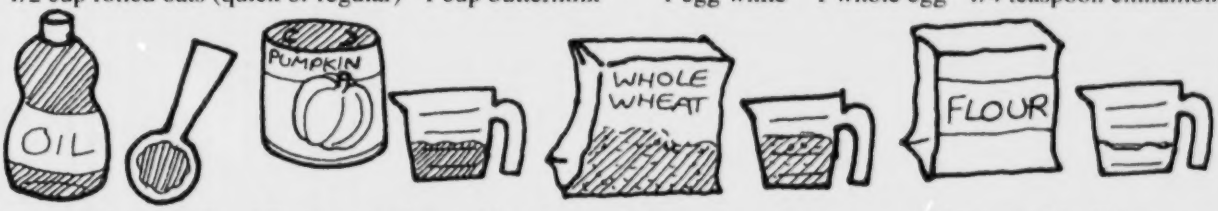
PUMPKIN-OAT PANCAKES

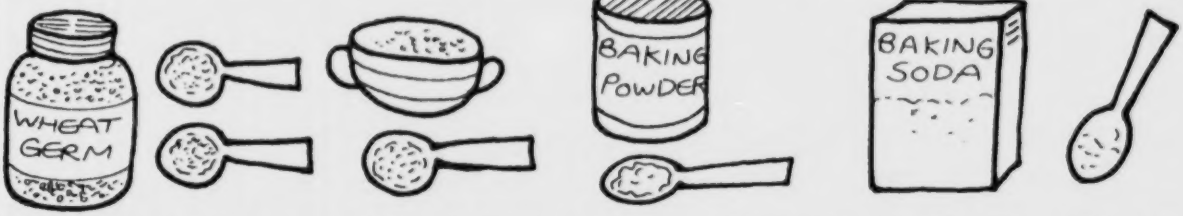
You'll Need:



1/2 cup rolled oats (quick or regular) 1 cup buttermilk 1 egg white 1 whole egg 1/4 teaspoon cinnamon

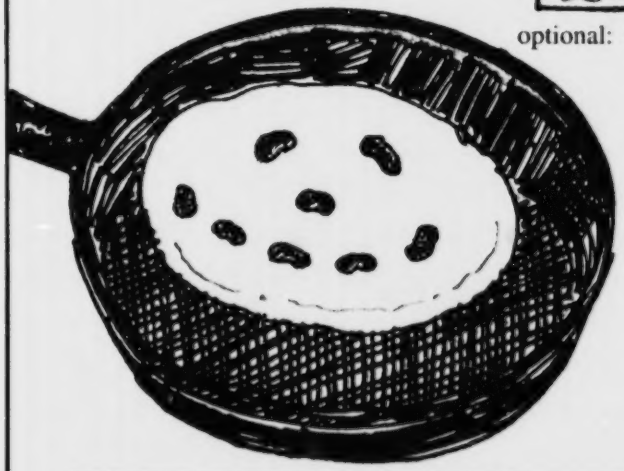


1 Tablespoon oil 1/2 cup canned pumpkin 1/2 cup whole wheat flour 1/3 cup enriched flour



2 Tablespoons wheat germ 1 Tablespoon sugar 1 teaspoon baking powder 1/2 teaspoon baking soda

optional: raisins



CACFP Credit= Bread/alt

What to Do:

1. Let children combine oats and buttermilk; let mixture stand for 15 minutes.
2. Let children add egg white, whole egg, oil and pumpkin to the oat mixture; blend well.
3. In a small bowl, encourage chidren to combine the rest of the ingredients. Stir these into the pumpkin-oat mixture until the batter is fairly smooth. Add more milk if the batter is too thick..
4. For each pancake, place about 1/4 cup batter on a hot, lightly greased griddle.
5. For a special treat, let children make a face with raisins on top of pancake before you turn it over.

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IN THE BOOK CORNER:

- *Wave Goodbye* by Rob Reid (Lee & Low)
- *Babar's Yoga for Elephants* by Laurent de Bruhoff (Harry Abrams)
- *Bearobics: A Hip-Hop Counting Book* by Victoria Parker (Viking)
- *Tiffany Dino Works Out* by Marjorie Weinman Sharmat (Simon Schuster)

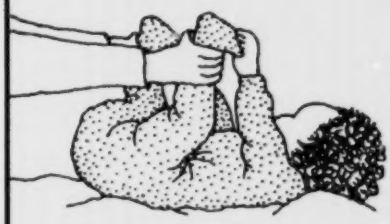
INFANT CARE: Baby Exercises

Birth to Three Month Old Babies:

- Lay the baby on his back. Lift and lower his arms very gently.
- Cup the baby's feet in the palms of your hands and move them in and out.
- Move the baby's feet in a circle and then move his hands in a circle.
- Put the baby on his back and gently move his arms and legs to the rhythm of a nursery rhyme such as Humpty Dumpty or Jack Be Nimble.
- Help the baby practice kicking by placing a pillow or soft stuffed animal at the baby's feet and letting him kick it.

Three to Six Month Old Babies:

- Help the baby practice reaching by putting her on your lap and letting her hold a favorite toy. Play with the baby and the toy. Then take the toy and hold it a little higher than her hand can reach. Encourage her to reach for it. Give her the toy as soon as she reaches for it.
- To practice kicking, put the baby on her back and hold her legs at the ankles and bend them at the knee. Straighten her legs, one at a time, and repeat. Next bring the two legs together and kick them together. Sing a song as you do this.
- To practice rolling, put the baby next to you on a soft surface. Put a favorite toy on either side of the baby. Gently, roll the baby over to one side to see and touch one of the toys. Then roll her over to the other side and let her touch the other toy. This game will encourage her to roll by herself.



Six to Nine Month Old Babies:

- Put the baby on his back on a soft flat surface. Gently raise his legs by the feet,
- Gently touch one foot to the other. Repeat with the other foot.
- Cross the baby's arms in and out over her chest.
- Encourage the baby to reach for and grasp your index fingers. Raise his arms up and down.
- Hold onto the baby's hands and gently lift him to a sitting position and let him back down.

Ideas: Jean Stangl, Kathy Faggella

Art: Catherine Minor, Debby Dixler

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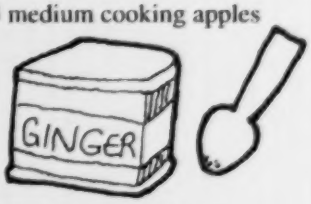
WINTER FRUIT COMPOTE

You'll Need:

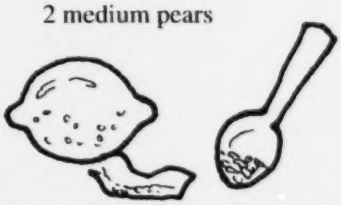
3 medium cooking apples

2 medium pears

1 16-oz can whole cranberry sauce



1/8 tsp. ground ginger



1/2 tsp. finely shredded lemon peel

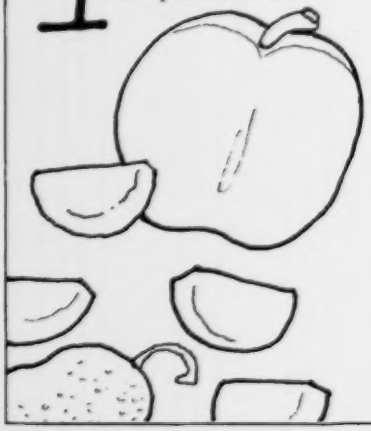
1/2 tsp. ground cinnamon

1/4 cup water

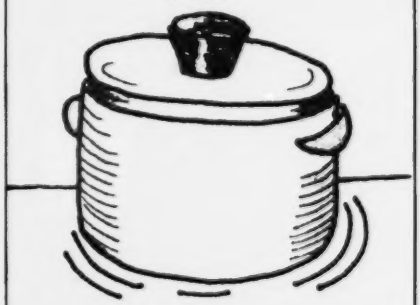
optional: ice cream

What to Do:

1. Help children core and slice apples and pears. Have children use plastic knives.



2. Place all ingredients in crock pot or large saucepan. Cover and cook on low heat for 3-4 hours, stirring several times.



3. Serve on its own or over ice cream.

Adapted from *Better Homes and Gardens Annual Recipes*, 1998

CACFP Credit=fruit/vegetable

IN THE BOOK CORNER:

- *First Night* by Harriet Ziefert (Putnam)
- *Angelina's Ice Skates* by Helen Craig (Pleasant Co.)
- *Happy New Year Everywhere* by Arlene Erlbach (Millbrook Press)
- *I'll Make You a Card (Compass Point Early Reader)* by Dana Meachen Rau (Compass Point)

AFTER-SCHOOLER IDEA: Patchwork Thank-You Notes

What a wonderful way to say thank you!

You'll Need: construction paper (white, red, green, blue)
● old greeting cards ● scissors ● glue
● pencil or marking pen

What to Do:

1. Ask children to fold a piece of construction paper in half and set it aside.
2. Let children cut up many different holiday card covers into triangles, squares, and rectangles. Each shape should be no more than 1 to 2 inches wide.
3. Invite children to glue the pieces onto the cover of the folded paper to form a patchwork quilt-like design.
4. When the glue has dried, invite each child to decide to whom to send her card. Encourage her to write down her thank you message and sign her name.

Ideas: Jeannine Perez
Art: Catherine Minor, Nina Woldin, Debby Dixler

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Everyday TLC
TEACHING LEARNING CARING
PARENTS & KIDS TOGETHER

RECIPES TO WELCOME WINTER

WINTER FRUIT COMPOTE

You'll Need: 3 medium cooking apples ● 2 medium pears ● 1 16-oz can whole cranberry sauce ● 1/4 cup water ● 1/8 tsp. ground ginger ● 1/2 tsp. ground cinnamon

What to Do:

1. Help your child core and slice apples and pears. Have him use a plastic knife
2. Place all ingredients in a crock pot or large saucepan. Cover and cook on very low heat for a few hours, stirring several times.
3. Serve on its own or over ice cream.

(Adapted from Better Homes and Gardens Annual Recipes, 1998)

HEALTHY BANANA SNOWMAN

You'll Need: 2 cups raisins ● 2 bananas ● shredded coconut (or candy sprinkles)

What to Do:

1. Let your child help you place the bananas and raisins in the blender.
2. Chop up the bananas and raisins in the blender.
3. Place the chopped mixture into a bowl and put in the refrigerator for 10 minutes.
4. Invite your child to shape the mixture into balls.
5. Then let her roll the balls in a dish of shredded coconut.
6. Show your child how to stack three balls together and fasten with a toothpick.
7. If she wishes, your child can make a face with raisins.

PUMPKIN-OAT PANCAKES

You'll Need (Makes 8-10 large pancakes.): 1/2 cup rolled oats (quick or regular) ● 1 cup buttermilk ● 1 egg white ● 1 whole egg ● 1 Tbsp. oil ● 1/2 cup canned pumpkin ● 1/2 cup whole wheat flour ● 1/3 cup enriched flour ● 2 Tbsp. wheat germ ● 1 Tbsp. sugar ● 1 tsp. baking powder ● 1/2 tsp. baking soda ● 1/4 tsp. cinnamon

What to Do:

1. Let your child combine oats and buttermilk; let mixture stand for 15 minutes.
2. Invite your child to add egg white, whole egg, oil, and pumpkin to the oat mixture; blend well.
3. Encourage your child to combine the rest of the ingredients in a small bowl. Stir these into the pumpkin-oat mixture until the batter is fairly smooth. Add more milk if the batter is too thick.
4. For each pancake, place about 1/4 cup batter on a hot, lightly greased griddle.
5. For a special treat, let your child create a face with raisins on top of pancake before you turn it over.

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Ideas , Susan Entz
Art: Debby Dixler

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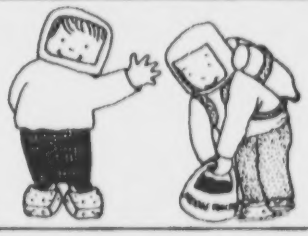
PLANS FOR JANUARY

Activity	Week of December 30	Week of January 6	Week of January 13	Week of January 20	Week of January 27
Circle Time					
Free Choice					
Learning Centers					
Creative Art Activity					
After-Schoolers					
Prep Work					

3-DIGIT 618
KAREN SMITH
ERIC/EECE UNIV OF IL
51 GRETY DR
CHAMPAIGN IL 61820

Everyday TLC
TEACHING LEARNING CARING
February 2003



For People Who Care for Young Children

PARENT INVOLVEMENT

You and the parents of the children in your program are partners in the development and early education of their children. Grandparents, babysitters, family friends...it truly "takes a village to raise a child." It is vitally important that parents are aware of what their children do with you each day so that they can follow up with the learning at home.

◐ Post a short list of each day's activities for parents to read with their child when they arrive in the morning.

HAPPY VALENTINE'S DAY!
WELCOME TEDDY BEARS!

- ♡ **CIRCLETIME:** Talk about bears and hibernation.
- ♡ **ART:** Make bears out of hearts
- ♡ **SNACK:** Teddy Grahams and Strawberry Yogurt Drink
- ♡ **VALENTINE'S DAY GAMES**
- ♡ **LUNCH:** Heart sandwiches
- ♡ **STORY:** *The Valentine Bears* by Eve Bunting

○ Send home copies of *Parents and Kids Together*. If you send it home at the same time each month-perhaps at the beginning of the month-parents will look forward to receiving it. Families in which children spend their days in child care especially appreciate ideas that help make the time they spend together as rich as possible. They especially like suggestions of books to read at bedtime and recipes to share together.

○ Make two-sided copies of *Parents and Kids Together* each month. If you don't have access to a copy machine, maybe a parent can help out. Perhaps a local copy shop will make copies if you give them credit.

○ Add a page(s) with news about your own program to the handout.

○ Extra copies with the name, address, and phone number of your program can serve as an "ad," when placed at your local library or posted wherever families gather.

○ Keep in touch with families when your program is on vacation or over holidays by sending *Parents and Kids Together* in the mail.

◐ The handout can be downloaded in SPANISH at our web site, www.everydaytlc.com.

○ Schedule at least two parent conferences during the year. Before the meeting, take time to think about what you want to discuss. Make notes. Begin the conference with positive comments about the child. Parents want to hear the best first. They will be more willing to listen to areas that need improvement if they know you like and care about their child.

End the conference with another positive comment about the child and a supportive comment about the parent. Remember the parent is your partner!

WE NEED YOUR HELP!

Help us review and improve our new activities on www.familytlc.net. *Click on the membership link on the entry page and follow directions. Thank You.*

THIS MONTH IN *EVERYDAY TLC*

- ▲ 20 Ways to Tell a Story
- △ Valentine Bears
- ▲ Outer Space
- △ Reading Readiness Games
- ▲ *Learn-at-Home Training:* Supporting a Child's Growth and Development

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Everyday TLC Parents & Kids Together

TEACHING LEARNING CARING

See *Parents & Kids Together* in Spanish at www.everydaytlc.com

BOOKS TO READ

BEARS

- *Blueberries for Sal* by Robert McClosky (Puffin)
- *Little Bear* by Elsa Holmelund Minarik (Harpertrophy)
- *You Are My I Love You* by Maryann K. Cusimano (Philomel)

VALENTINE'S DAY

- *My Little Valentine* by Carol Roth (Harper festival)
- *Somebody Loves You Mr. Hatch* by Eileen Spinelli (Aladdin)
- *A Book of Hugs* by Dave Ross (Harperfestival)

OUTER SPACE

- *Big Silver Space Shuttle* by Ken Wilson Max (Cartwheel)
- *Floating in Space* by Franklyn Mansfield Branley (HarperTrophy)
- *Bugs in Space* by David A. Carter (Little Simon)
- *Touchdown Mars! An ABC Adventure* by Peggy Wethered (Putnam)
- *Roaring Rockets* by Tony Mitton (Larousse Kingfisher Chambers)
- *I Want to Be an Astronaut* by Byron Barton (Harpercollins)
- *Zoom! Zoom! I'm Off to the Moon* by Dan Yaccarino (Scholastic)

GETTING READY TO READ

Children use language—both spoken and written—to communicate. They use it to express themselves and learn about the world around them. Reading is not a natural process that "just happens." Children need to have many experiences with both spoken and written language beginning at an early age.

Babies listen to the sound of people speaking around them. They try to copy the sounds they hear. Usually by the age of 18 months, babies can understand familiar words and use some of these words one at a time. Over the next few years, children begin to speak in sentences. Their vocabularies grow as adults speak and read to them. When adults point to alphabet letters and words on signs and in books, young children become aware of printed words. Then they learn to name alphabet letters, connect letters with sounds, and even "scribble write."

So children are "getting ready to read" before they enter kindergarten. More than 20 years of research has shown three skill areas that children need to be strong in to learn to read:

- ▲ Understanding of books, printed letters, and words
- ▲ Using print in a meaningful way—trying to write
- ▲ Understanding of how language works—making sentences

Your young child is developing pre-reading skills every day in most of the activities she does—from listening to a story at bedtime, to helping you set the table for lunch, to helping you sort socks from the laundry. As you go through your days together, think about ways to help your child practice the three important skill areas as much as possible.

This month at www.familytlc.net

TODDLERS
- ◍ Crafts: Make Your Own Picture Book

TWO'S
- ● Music: It's Library Time

THREES AND FOURS
- ○ Crafts: Cereal Box Book

FIVE TO SEVEN YEAR OLDS
- ● Game: Winter Word Search

EIGHT TO NINE YEAR OLDS
- ○ Science: Gravity

PRETEENS
- ● Science: Animals in Winter

Everyday TLC
TEACHING LEARNING CARING

Week One
February 3, 2003

For People Who Care for Young Children

20 WAYS TO TELL A STORY

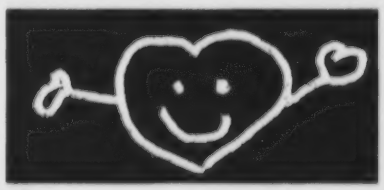
If you want to add spice to your story time, why not try some of these ways to tell and create stories. Not only will you be tapping your own creative talents, but you'll also find these ideas give you great ways to create stories with *children.*

1. Action stories are favorites with young children and understandably so since they keep children moving. A classic example of an action story is "We're Going on a Bear Hunt!" The words are in the book of the same name by Michael Rosen (Little Simon). The same idea can be easily adapted to create a story for winter using the words "trudging through the snow."

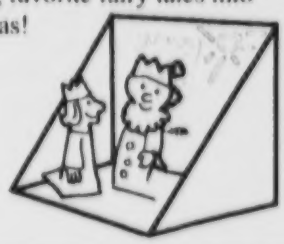
2. "Bag" stories use copies of photos of the children's faces, zip-locking bags, and paper to fit inside. Draw a story with stick figures with the photos pasted on them. Place the paper inside of bags and zip locked. Staple bags together on non-opening side so you can change pictures from time to time. These books can reinforce your program rules or build self-esteem! For example, page 1 might show three children in your group hanging up their coats; page 2 might show two more putting on their own boots.

3. Chalkboard stories are stories using chalk and a blackboard with the movement of the chalk beginning from a dot and representing the movement of the characters in the story.

The picture drawn with the chalk usually has a surprise ending! Children can have hours of fun creating them for each other! Try creating a story that ends up with a heart for Valentine's Day.

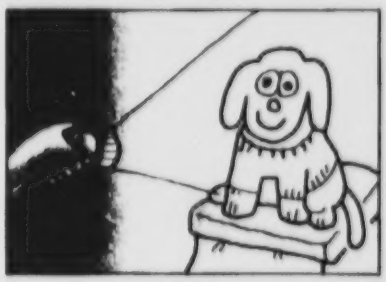


4. Diorama stories can be easily made with a large tissue box cut in half on the long side diagonally. Decorate the inside as scenery and use cardboard stand-up characters. Children will love making favorite fairy tales into dioramas!



5. Flannelboard stories are made for use on a flannelboard with removable pieces. These can be used for sequencing and learning left-to-right progression also. The sticky side of Velcro works very well on the backs of the pieces. Be sure to use yarn, cotton, and other materials, too.

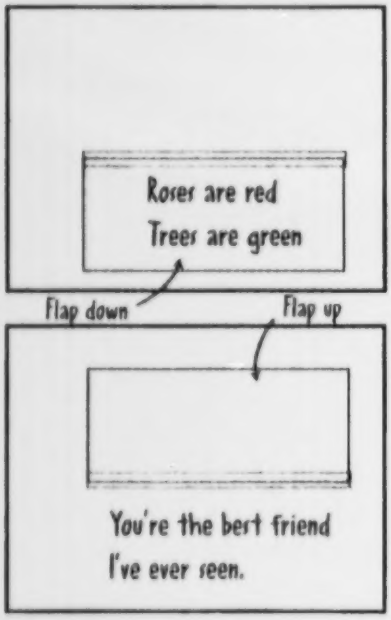
6. Flashlight stories are especially fun for children to 'focus' on objects, shapes, or colors to create the story! By moving the flashlight in different ways, children might create a spatial concept story.



More Stories to Make and Tell

7. Flip chart stories usually show a sequence of events such as a flower growing taller on each page. Let children draw the pictures and assemble them into a surprise "Flip Story"!

8. Flap stories are always a favorite as we see in the popularity of "Spot" stories! Older children love using this method for creating rhymes and Valentine's Day is a great chance to do this. An example might be: *"Roses are red, trees are green"* (child draws these on a piece of paper); next to or under the picture, put a flap over the picture of the phrase or word that rhymes. Example: *"You're the best friend I've ever seen!"*



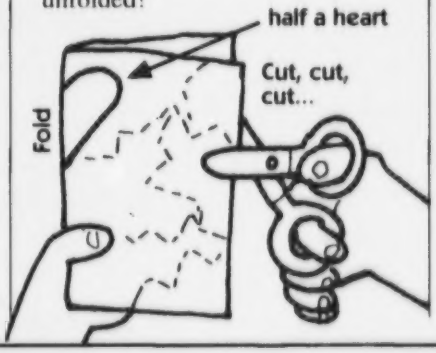
9. Magnetic stories are made like flannelboard stories except that they use magnetic tape and a magnetic surface such as a cookie sheet. Children love them and can use them afterwards for sequencing and creating new versions of favorite tales!

10. Mini-plays are easily made by using a scene of posterboard in front of which stand up characters perform. Children can help make both and are especially proud to see their creations used in a "play"!

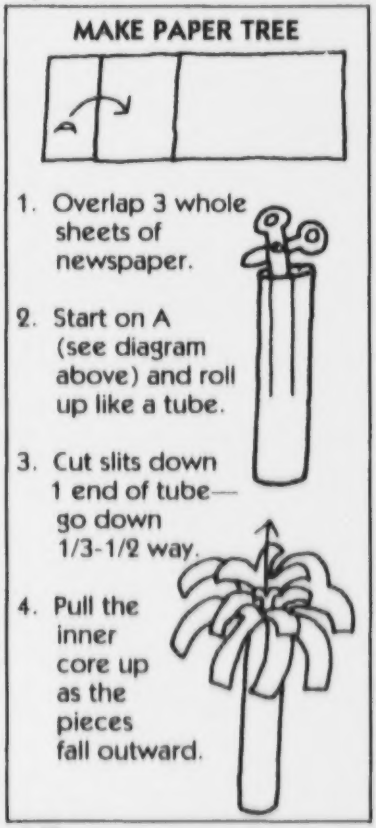
11. Old-to-New storybook stories are a great way to recycle old books and create new stories with children! Use the pictures from discarded books to make flannelboard, magnetic, flip, or other type stories. Combining two unrelated fairy tale characters is especially fun and interesting.

12. Painting stories can be used to tell a story that may include color blends, shapes, spatial concepts, and so on. As you tell the story, paint a picture on a large sheet.

13. Paper cutting stories are fun to watch and fun to do! A cute one for February is about a mouse nibbling (you cut with a pair of scissors on folded paper) that ends up as a fancy Valentine when unfolded!



14. Paper folding stories can be created by folding paper as the story is told. Try creating one using a simple idea. Tell the story of a tree growing and cut and fold as you talk.


MAKE PAPER TREE
1. Overlap 3 whole sheets of newspaper.
2. Start on A (see diagram above) and roll up like a tube.
3. Cut slits down 1 end of tube— go down 1/3-1/2 way.
4. Pull the inner core up as the pieces fall outward.

15. Puppet stories are an old-time favorite and may be combined with a flannelboard, magnetic, or other type story. If you have a mascot, perhaps you could bring it into a story!

16. You can tell **Puzzle stories** as you put together the pieces or have each person contribute a piece.

Children can each make a story "picture." Glue it to cardboard, laminate, and cut into puzzle pieces for their own "puzzle stories."

Everyday TLC
TEACHING LEARNING CARING
Week Two
February 10, 2003

For People Who Care for Young Children

I CARE BEARY MUCH.....

Start your Valentine's Day week by reading *The Valentine Bears* by Eve Bunting (Clarion). This is the perfect tale to introduce the true meaning of Valentine's Day with fun and humor. It is the story of Mr. and Mrs. Bear's Valentine celebration. The Bears go into hibernation on October 14th. But Mrs. Bear sets her alarm for February 14th so she can surprise Mr. Bear. Before she wakes him, she makes a sign which says: "It's Nice to Share Valentine's Day with Someone You Love." She then goes off to collect a honey pot and dried beetles and bugs. Mr. Bear has some surprises of his own: chocolate-covered ants, and a poem: "Red berries are red, Blueberries are blue. Termites are sweet, and so are you."

Use the themes and characters in the book as springboards to learning about bears and caring—ending with a Valentine's Day party to which you invite each child's favorite teddy bear.

THE BEAR FACTS

Display pictures of real bears. You can share the following information with children.

♥ Bears are big eaters. They like fish, berries, and bugs.

♥ Bears are good swimmers.

♥ Bears stay warm in their heavy fur. (Display a thick, furry mitten for children to try on.)

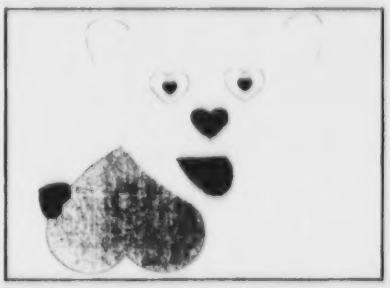
♥ Bears sleep in the winter. (Could children "bear" being still that long?)

♥ Bears are big! (Compare weight: Brown Bear = 20 children, and standing height: Brown Bear = 3 children.)

The bears in the story were hibernating. Help children learn about this interesting activity of certain animals. You may have discussed hibernation in relation to the groundhog who comes out of hibernation for a short time on Feb. 2—Groundhog Day.

HEART-Y BEARS

Give children hearts in different sizes and challenge them to make pictures of bears by arranging the hearts on construction paper. They can use as many hearts as they wish in any arrangement and then add details with crayons or markers. Decorate your room with these pictures on Valentine's Day.



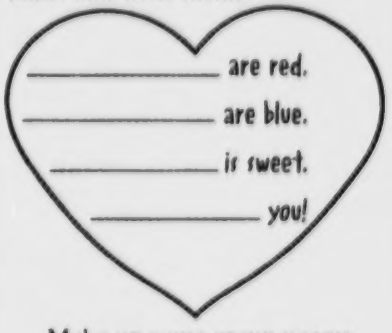
CIRCLE TIME

During circle time this week, talk about the ways in which Mr. and Mrs. Bear show they care for each other. Let children share ways in which they could show someone that they care. Guide them with questions such as: *"How would you show somebody who was sick that you care?"* or *"How would you show your baby sister that you care?"*

LANGUAGE DEVELOPMENT

Look at the poem Mr. Bear composed for his wife. Does anyone know the poem: Roses are red, violets are blue, sugar is sweet, and so are you?

Invite children to think of other things that they like that are red, blue, and sweet just as Mr. Bear did. Draw large hearts on paper and write inside:



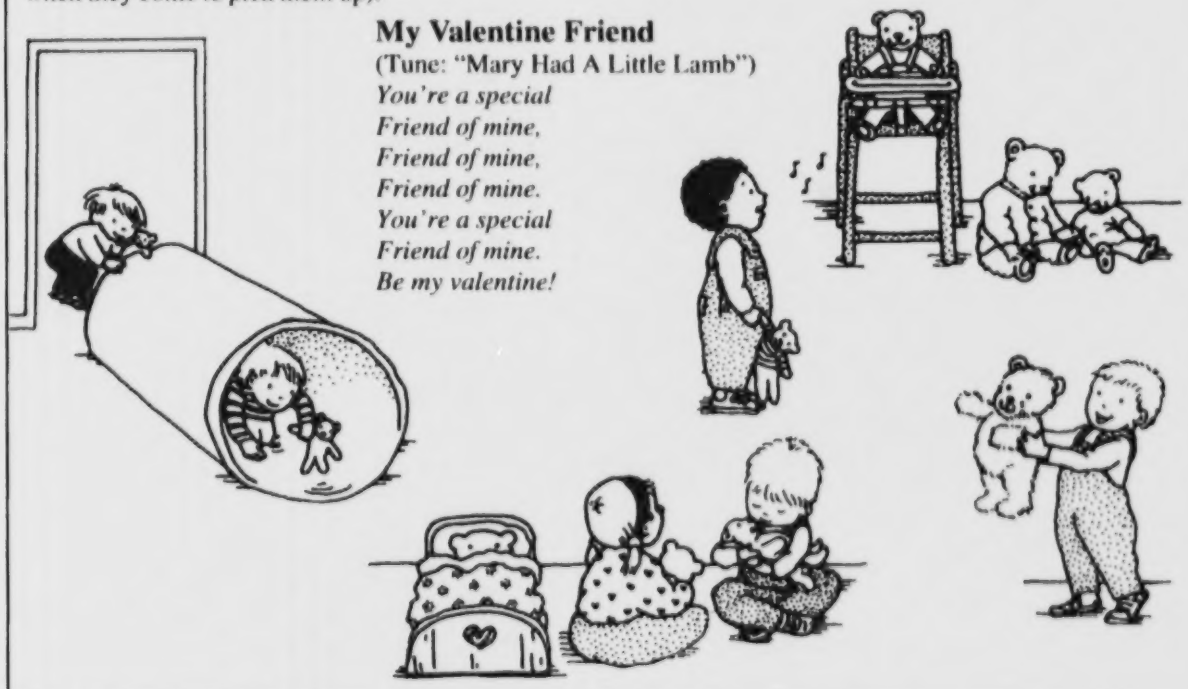
Make up some group poems and then, if possible, meet with each child and have her create her own special poem, dictating words to fill in the blanks.

VALENTINE'S DAY PARTY

A Bear's Den Is His Castle

When children arrive on Valentine's Day, invite them to carry their teddy bears through a cardboard tube or box into the area where they play. It should look like entering a bear's cave. Put out extra baby beds and high chairs for the visiting bears. Encourage caring boys and girls to serve their guests imaginary porridge and honey. Teach children the following song to sing to their stuffed animals (and then to their parents when they come to pick them up).

My Valentine Friend
(Tune: "Mary Had A Little Lamb")
You're a special
Friend of mine,
Friend of mine,
Friend of mine.
You're a special
Friend of mine.
Be my valentine!



OUTDOOR GAMES

♥ Jump rope to the rhyme "Teddy bear, teddy bear, turn around." Young children who can't jump rope can just act out the rhyme.

♥ If the weather is nice enough, you might take a walk and go on a bear hunt. If you don't see any bears, it's probably because it's winter and they are hibernating!

INDOOR GAMES

♥ Read Shel Silverstein's "Hug-o-War" from *Where the Sidewalk Ends* before you play "Pass the Hug." Pass the Hug is played like Telephone. You hug the first child and that child sends the hug on around the circle. When it comes back to you, save it to give to each child as he leaves to go home.

♥ Play a Valentine's Day version of Musical Chairs, in which everyone giggles and everyone wins. First, cut out enough small red hearts, so that you have one for each child in your group. Arrange the chairs as you would for Musical Chairs. On two of the chairs (one, if your group is small), put a paper heart with a ring of masking tape on the top. Have children walk around to the music. When it stops, and the children sit down, two children will end up with the red hearts on their backsides. Continue to play until every child has a heart. Remind children that when they are "stamped" they cannot sit back on the stamping machine.

♥ Make a valentine for half the number of children in the group. Cut each heart in half in a zigzag or swirly fashion, so that children have an easy time matching the halves. Give each child part of a heart and encourage him to find his partner by matching the valentine halves.

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Everyday TLC
TEACHING LEARNING CARING

Week Three
February 17, 2003

For People Who Care for Young Children

FAR OUT!

Imagine living in space! Children have much less trouble with this thought than adults do. While the adult struggles with what he "knows" to be "possible," the young child is able to imagine anything at all. Traditional scientific concepts that limit the adult mind don't clutter up the mind of a child.

The child's head is full of pictures from story books, computer programs, television shows, movies, and ideas from his own imagination. No combination of pictures seems impossible to him. Imagine living in space? Start by asking your children!

WHAT DO WE KNOW?

Before you even begin to introduce pictures of "space" to children, decide if you (and your children) want this unit to be a "realistic" experience, one in which imagination rules, or some combination of the two. Do children want to turn the room into a space station? The space shuttle? A NASA control room? Life on another planet?

If the goal is to inspire children to imagine what life might be like far in the future up in space, then start by asking them what they think they already know about this subject. Children's answers will come from their different experiences with books, TV, movies, and/or the Internet and will be expressed with their own imaginative twists.

WHAT DO WE NEED?

Make some decisions about what ideas to bring to life in your room with children. Then begin to gather materials. Send home a list of items you might need such as a huge refrigerator box, bean bag chairs, old car seat belts (or long adult belts from pants), aluminum foil, silver contact paper, clean dryer hosing, boxes (that will fit over children's heads), a rope hammock, snorkeling masks, dried fruits, freeze-dried foods, and of course, all types of resources about space. If you can, obtain an audio-video segment of an actual countdown and launch.

If you are hooked to the Internet, track down the NASA sources that seem to have the best pictures for your needs. Here are some sites to visit:

- http://mpfwww.jpl.nasa.gov/
- http://starchild.gsfc.nasa.gov/docs/StarChild/StarChild.html

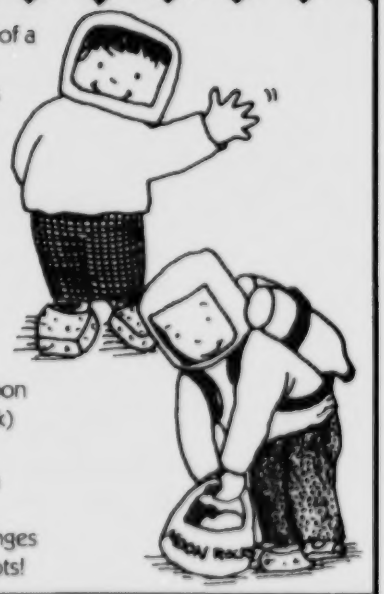
Make a Young Astronaut Uniform

Helmet: Cut a square hole out of one side of a large paper bag. Cut off the bottom of the bag so that when the bag is on a child's head it just covers her ears. Children can decorate these by adding bits of foil, and using markers or crayons.

Plastic milk jugs make great helmets too! Cut the handle portion out so it looks like a helmet and cover with foil. You can add pipe cleaner antennae.

Oxygen Tanks for Astronauts: Use two 1 or 2 liter plastic soda bottles. Tape them together. Add strips of one-inch wide ribbon to the "tanks" to form straps (like a backpack) so children can wear them on their back.

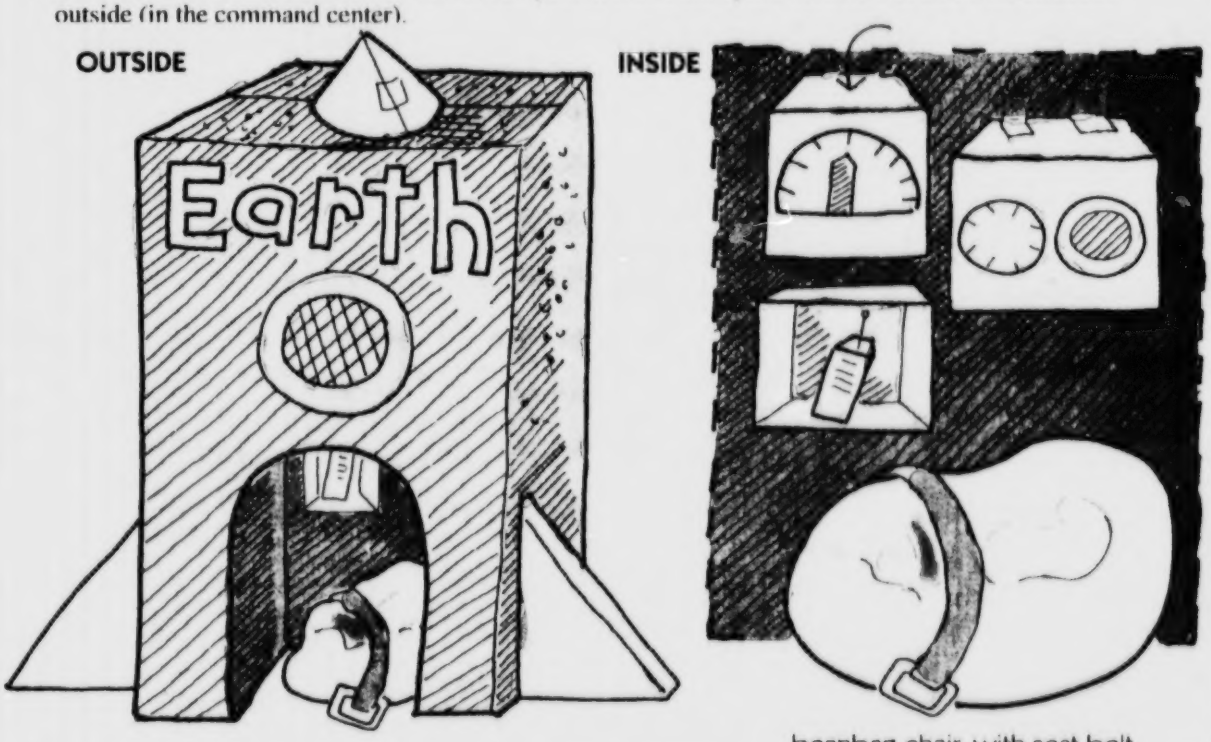
Moon Boots: With large sponges, cut out a section in the sponge so that it fits snugly around a child's foot or shoe. Slip the sponges on their feet and children have moon boots!



Build a Space Center

Invite children to begin creating the scenery they want to play with. Transform the refrigerator box into a rocket module or space station by having children paint it with silver paint. (Gray with glitter added works fine.)

- Inside, place a tape recorder or even a small VCR television running a continuous sequence of countdowns, launches, and space exploration videos.
- Use boxes or food storage containers to create push button modules and gauges of all sorts.
- Use beanbag chairs for the astronauts to sit on, and add old belts to create seat belts to strap them in.
- Be sure to place module control panels above children's heads, as well as on all sides of the module.
- Provide a set of "walkie talkies," so that one person inside the space module can talk with someone outside (in the command center).



beanbag chair with seat belt

Every area of the room can become part of this experience!

▲ Display solar system maps, posters, videos, and so on.

▲ The Book Corner will have books of all sorts for children to explore. Be sure to include both fiction and nonfiction!

▲ Place word card labels on all the new equipment that has the space theme, and encourage children to tell and/or write simple sentence stories using these new vocabulary words.

▲ Use "launch pads" (pieces of cardboard covered with foil) to inspire children to build rockets out of blocks.

▲ Play "space" music near the Art Table/Area to inspire children to draw pictures of aliens they might meet or landscapes they might see, along the way. Cut holes in the refrigerator box to mount some of these drawings as "windows."

MAKING IT REAL

▲ Try to get each child to imagine a whole day as an astronaut waking up in outer space on a space station. Guide them to feeling "weightless". (Tell them that it's like being a feather floating around.) Use the hammock to take turns for "resting," and eat lots of astronaut food.

▲ As a group, write a letter (or e-mail message) to NASA to ask questions children haven't been able to find answers for. Share the reply with the group.

▲ When children's ideas are added to those presented here, your program will become fully launched into the "outer space" experience. Far out!

Everyday TLC
TEACHING LEARNING CARING

Week Four
February 24, 2003

For People Who Care for Young Children

THIS WINTER, GET READY TO READ

Children use language—both spoken and written—to communicate. They use it to express themselves and learn about the world around them. Reading is not a natural process that "just happens." Children need to have rich experiences with both spoken and written language beginning at an early age.

Babies listen to the sound of people speaking around them. They try to copy the sounds they hear. Usually by the age of 18 months, babies can understand familiar words and use some of these words one at a time. Over the next few years, children begin to speak in sentences. Their vocabularies grow as adults speak and read to them. When adults point to alphabet letters and words on signs and in books, young children become aware of printed words. Then they learn to name alphabet letters, connect letters with sounds, and even "scribble write." These children are "getting ready to read."

Children are developing pre-reading skills every day in most of the activities they do—from listening to a story at circle time, to helping you set the table for lunch, to lining up to play a game outside. Here are some easy, fun activities that will help your children get ready to read this winter.

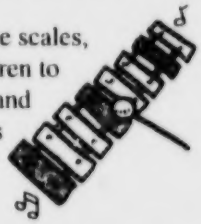
◆ Play a Name Game. Go around the circle, asking each child to say his first name. Let everyone else say another word that they think begins with the same sound.

◆ Make a chart with graph-sized boxes. Help children print their first name, one on each line; one letter per box. Color in each child's name in a chosen color. Which color is longest? How many names begin with the same letter? Who has the longest name? The shortest name? Do several names have the same number of letters? How many names end with the same letter?

J	o	h	n				
R	o	b	i	n			
C	h	r	i	s	t	y	
I	v	a	n				

◆ Play a piano or xylophone, and ask children to be your conductors. Tell them to hold up both arms for high notes, and point to the floor for low notes. Or they might stand tall for high notes, and sit small for low notes.

If you play the scales, encourage children to gradually raise and lower their arms to the pitch of the music.



◆ Make a story quilt. Begin with a large piece of paper from a roll; spread it out on the floor to decorate: and then mount it on a wall. Use old magazines for quilt block pictures and encourage children to cut out pictures that suggest stories to them; families, funny advertisements, animals, or scenic pictures. Women's magazines that have fiction are good sources for interesting pictures. Put the pictures in place (with plain paper in between.) Use the quilt to tell a story, with children's help. *"Once upon a time there was a family with a big dog. They lived in a blue house with flowers in front and a pool in back."*

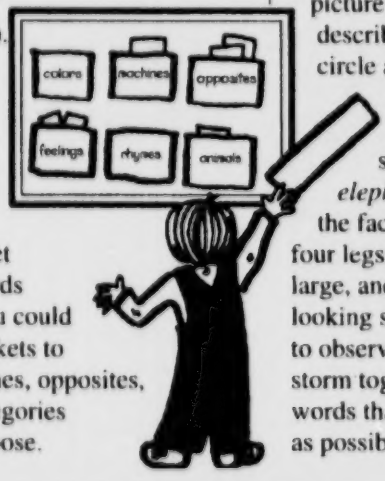
Continue with stories, and ask children to draw pictures if no photographs carry the story line.

How many different stories can you tell using the same picture? (There are lots more story telling ideas in the February 3 issue of *Everyday TLC.*)

More Ways to Get Ready to Read

▲ Play a word game. At circle time, say a noun such as *snowball.* Challenge children to come up with words that tell about the word (*round, white, cold, hard, slippery,...*) Then say a verb such as *jump,* and ask children to tell you things that can do that action *(kangaroo, monkey, children, frog...)* Add motor skills by asking children to act out the word. Talk about action words and sentences. Tell children that often more than one word will make sense in a category. For instance, a leaf can be small AND green AND soft.

▲ Use book pockets on a bulletin board to collect words. Each pocket can be a separate category (COLORS, MACHINES, ANIMALS, FEELINGS). As new words are discovered in books and stories, decide in which pocket the new words belong. You could also use pockets to collect rhymes, opposites, or other categories children choose.

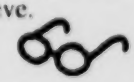


▲ Use winter catalogs to help children develop language skills. Describe favorite items; then read the descriptions under the pictures to children. Talk about colors, shapes, textures, size. See if the catalog contains an index, and talk about the numbers and letters used to identify items for ordering. Ask children to help you with the order blank. What could be written in each blank? What is the most expensive item on a page? The least expensive?

▲ Play an "Add a Word" game. Collect interesting pictures for a file (You'll use it often.) Let each child take a turn choosing a picture of an animal, house, plant, or person. The child holds up a picture and gives one word that describes it. Go around the circle and ask each child to add another descriptor. The first child might say: *"I see a gray elephant."* Others might add the fact that the elephant has four legs, a long trunk, is very large, and has rough or wrinkled looking skin. Encourage children to observe carefully and brainstorm together to find as many words that "tell about" pictures as possible.

▲. Tell or read a story that contains many characters. At the end of the story, tell children that they have become famous detectives who can solve problems and mysteries. Ask questions about the character in the story. How tall was the character? What did he say?

Expand on this idea of being a detective. Ask other adults to come into the room acting excited or angry. After the actors leave, ask children some questions about the incident. Did the person that came in have glasses on? What color clothes was he or she wearing? Did you hear loud or soft voices? Reassure children that it was really only make-believe.



Everyday TLC
TEACHING LEARNING CARING

YOU CHOOSE!

- ◇ Earn 40 clock hours toward your Child Development Associate* with *EVERYDAY TLC* Learn-At-Home Continuing Education Program and the Nutrition Education & Child Care Food Program
- ◆ Earn State Licensing Hours
- ◇ Do Both!!

Learn-At-Home Training for Child Care Professionals

Over the course of a one-year subscription to EVERYDAY TLC, you can receive eight Learn-at-Home training modules, which will count toward 40 hours of your CDA. These same training modules have been approved for one hour each (total of 8 per year) toward your state licensing hours for family child care providers in the following states: AK, AL, AR, CO, MA, OH, OK, OR, PA, RI, TX, WY (16 hours)*

It's Easy and Convenient:

Step 1: Review the continuing education self test and professional article in this issue of *EVERYDAY TLC.*

Step 2: Sit back, relax, and read through your issue of *EVERYDAY TLC.*

Step 3: Do the assignment as described in the test. Write your responses to the questions on the sheets (unless otherwise indicated). Please note: Photocopies of the test sheets will not be accepted. You must mail the original test pages from your *EVERYDAY TLC* issue!

Step 4: Remove your completed test sheets from *EVERYDAY TLC.* Be sure to include your name, address and phone number in the space provided on the test sheets. Place the test sheets and a check or money order for the fee in an envelope addressed to:

EVERYDAY TLC
P.O. Box 180
Wilmington, NC 28402

Your certificate of completion of continuing education credits will arrive within 3-4 weeks.

Cost:
- ◆ CDA $80 for all 8 tests (40 CDA clock hours)
- ◆ State Licensing Hours $5.50 per test

OR SAVE MONEY BY: removing completed test sheets and saving them until you have completed all 8. Send them to the above address with a $22.00 check or money order. (for state licensing hours only)

Note: The *EVERYDAY TLC* Learn-at-Home Training only counts toward 120 clock hours of training needed for your initial CDA application. The training does not count toward CDA renewal hours.

Questions: Please call: 1-800-677-6644.

2003 Test Issues: February/March/April/June/August/September/November/December

*The Child Development Associate(CDA) credential is awarded to those caregivers who have completed 120 clock hours of formal child care education, with at least 10 hours in each of eight categories. There are requirements for hours working with children, the creation of a resource file, written competencies, and a formal observation and assessment. For more information on the CDA program, please contact The Council for Early Childhood Professional Recognition at 1-800-424-4310 or on the web at www.cdacouncil.org.

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Help Children Get Ready To Learn

Young children need to communicate. Talking, reading, and singing to infants, toddlers and preschoolers are all types of communication that fire up brain connections. (A favorite statement of brain researchers is, "Cells that fire together, wire together.") So how do we do our best to provide rich these experiences? At first, we can hold, cuddle, and make eye contact with babies. Babies see how you look at them. They see your expressions. They hear your voice and take in your familiar scent. When you hold and stroke a baby, you stimulate her brain to release important hormones necessary for growth.

Talking and listening to babies and toddlers is critical during their brain-building years. Babies, who have caregivers who talk with and read to them, show more advanced language skills than children who have more silent caregivers.

So read to babies and toddlers. They love your voice, the pictures, and especially the cuddling. Point out pictures in the book and encourage the baby to do the same. Ask and have preschoolers answer questions, predict what might come next, and repeat rhymes and refrains in 'predictable' books. Read and reread the same stories over and over. Children love this and learn through repetition.

1. Research a magazine article, Internet site information (see www.zerotothree.org/brainwonders/FAQ or www.iamyourchild.org/early.html among others) or a book on a baby's brain development and write down three facts that you learned.

1. _____

_____

2. _____

_____

3. _____

_____

Discuss how what you learned can apply to your care of young children.

_____

_____

_____

2. Describe how you create a loving, warm, responsive environment for the children in your care. Include specific examples of what you do to make children feel secure and comfortable.

_____

_____

_____

_____

_____

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3. Briefly describe some daily routines and rituals that you do with children (at times such as nap time, tooth brushing or greeting time in the morning) . Write down something a child has said or done in response to a daily routine or ritual. Why do you think these important times and activities make children more secure and trusting and add to good brain development?

4. List some of the daily communications you have with children, from talking, listening, reading to, all the way to pre-writing experiences. Are you satisfied with the amount? With the quality?

Describe one way you can improve daily communications with your children. (We all can, especially if we had more time and more help.)

5. Find a poem, a saying, a song, or a beautiful quote and memorize it. Write it down on a separate sheet. Remember, you've just learned something new. Our brains never stop developing as long as we keep learning!

Name_____

Address_____

City_____ State_____ Zip Code_____

Telephone_____

☐ CDA ☐ TRAINING CERTIFICATE

CDA Content Area # 8 Supporting a Child's Growth and Development

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CDA Professional Article

OUR "BRAINY" CHILDREN

by Kathy Faggella

At about three weeks after a baby is conceived, its brain begins to develop. It grows so fast that by birth, a baby's brain has about 100 billion nerve cells. That translates into 50 trillion connections or synapses that control a baby's basic functions such as making the heart beat and the lungs breathe. The parts of the brain that handle the thinking process, memory, and social/emotional behavior are, at birth, underdeveloped. These 50 trillion connections will multiply into 1,000 trillion in the first few months of a baby's life.

These are such huge numbers that we have a hard time even imagining what they all mean. Yet, for those of us working with young children, the number of brain nerve cells and the connections between them tell us that the early years are very important and that what we do with young children will influence them for the rest of their lives!

A three year old has twice as many brain connections as an adult. Young children can learn huge amounts of information. When these connections are used repeatedly, they become permanent. If not, they disappear. Also, in a natural process called 'pruning', the average three to five year old loses 40% of the brain cells he is born with. That's why the 'early years', from birth to five, is the best time for learning!

It takes life experiences for brain cells to 'wire together'— to get connected. These experiences must be repeated often to allow the connections in the brain to become permanent. Just as we memorize something such as a song or even a phone number, if we don't think about it or repeat it every so often, we forget it. So we have to create and recreate experiences for our children so that their brains can connect nerve cells.

We need to give babies, toddlers, and preschoolers sensory experiences—because they learn through their senses. And because the major source of social and emotional development comes from relationships with other people, we need to give young children warm, human experiences and enriching relationships, talking and listening to them as often as possible.

Research has shown us that information a child receives with emotion, seems to stimulate the synapses more powerfully than when it is given without emotion. So it is very important to be warm, loving, and responsive to babies, toddlers, and preschoolers. (Research at the University of Minnesota found that children who received this kind of warm caregiving coped with hard times better, were more curious, got along better with other children, and performed better in school.) Touching, holding, comforting, rocking, singing to, reading to, and talking to babies provide emotional stimulation for growing brains. Loving caregiving gives young children the ideal atmosphere in which to explore and develop a love for adventure and discovery.

Along with these warm, emotional early attachments, routines and rituals help children's brain development. These give the all-important repeated, positive experiences that make connections in the brain. When children trust daily routines and activities, they feel more secure. This helps a child to trust and better understand the world around him. Once a child is emotionally connected, secure and competent, skills such as language and reading come more easily.

Play is also important in growth of the brain. Studies show that children need to spend lots of time with blocks, beads, pots and pans and games of peek-a-boo. Dramatic play helps children develop the part of the brain that deals with social/emotional behavior.

Children need to develop all of these things in a relatively stress free environment with lots of guidance and reasonable limits. They need to know that someone is there to be supportive, yet guide them in learning self-control. Strong, positive guidance helps take away some of the stress children might feel. Stress releases a hormone called cortisol, which actually keeps the brain from developing. We need to be sensitive to children's cues and look for clues to help guide them through stressful times.

This research is so important because it all points to one thing: **Early childhood matters!!!**

TACTILE LETTERS FROM A TO Z

Knowing the letters of the alphabet and their sounds is a basic foundation for reading. We learn letters through all of our senses. There are lots of activities to introduce letters to children through their sense of sight and hearing. Here is an activity that promotes alphabet learning through the sense of touch.

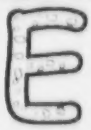
Give each child a cardboard cutout shape of the letter you wish to introduce. Give children collage materials and glue. Invite them to trace the letter with their fingers, say the name of the letter, and make the sound that the letter makes. Here are examples of collage materials you can give children to decorate their letters.

apple peels

buttons, Band-aids

cornmeal, dried corn kernels, corduroy fabric, crayon shavings

sticky dots, dust (sawdust shavings)



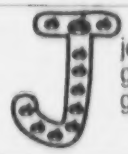
eggshells, egg carton pieces

flower petals, feathers, pictures of food, floss, fabric scraps

grass, fake gems, colored glue, gauze

holes (pieces of paper punched with hole punch), hay

ice (sprinkle salt on glue)



jewelry (sequins, glitter glue, fake gems)

pictures of kites and string

leaves, lace

marbles

newspaper scraps

oatmeal

pipe cleaners, pink and purple paper pieces, pebbles, paper plate, paint swatches

quilt (cover letter with fabric shapes to make a quilt), cutout paper quarters, pictures of queens, question marks, q-tips

rocks (glue on acquarium gravel), ribbon, red paper pieces, rubber bands

sand, stones, seeds, shells, straws, sponges

toothpicks, triangles, tissue paper, tape, twigs

ugly (give children collage materials and challenge them to make the letter as "ugly" as possible)

velvet, valentines

walnut shells, wood shavings, wire pieces, watermelon seeds, wax paper, wallpaper samples. wrapping paper

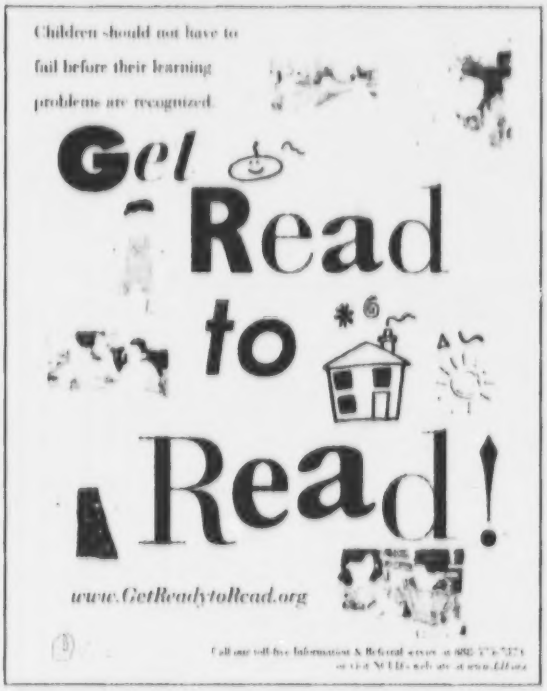
x's made with toothpicks

yarn, yellow paper pieces

zig zag (rick rack trim), old zippers

This month at www.familytlc.net

- ▲ TWO'S Crafts: My First Book
  Decorating My Book Box
- ▲ 3'S AND 4'S Crafts: Cereal Box Book
  Music: A Rhyme of Colors
- ▲ 5 TO 7 YEAR OLDS Game: Winter Word Search



HELPFUL HINTS: A Great New Program to See If Kids Are Ready to Read

Get Ready to Read is an early literacy program designed to help parents and providers ensure that young children have the fundamental skills they need to learn to read. The goal of this program is to screen children for pre-reading skills before they enter kindergarten and then provide skill-building activities to make sure that children become successful readers. Children who enter kindergarten with strong pre-reading skills are more likely to become strong readers.

More than 20 years of research has shown three skill areas that children need to be strong in to learn to read:

- Understanding of books, printed letters, and words
- Using print in a meaningful way—trying to write
- Understanding of how language works

The Get Ready to Read program is made up of two parts:

- The Screening Tool: 20 questions, designed to see how ready a four-year-old is to read--how well he has developed important pre-reading skills.
- The Skill Building Activities: fun activities that allow providers and parents to help children further develop and strengthen their pre-reading skills, especially those that they had trouble with on the Screening Tool.

Ideally the Screening Tool should be given to four-year-olds twice during the year before they enter kindergarten. The second should be given at least four months after the first. During the time in between, children should be doing the skill-building activities.

You can get the Get Ready to Read Screening Tool and skill-building activities two ways:

- online through the Get Ready to Read web site at: www.GetReadytoRead.org
- in print by calling Pearson Early Learning at (877)260-2534.

Official "Get Ready to Read" poster (above) available for free at www.GetReadytoRead.org

Ideas: Jeannine Perez
Art: Nina Woldin, Debby Dixler

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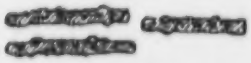
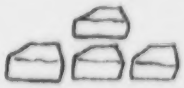
APPLE FROM OUTER SPACE

YOU'LL NEED:


stick pretzels


small cheese cubes

apple

fork

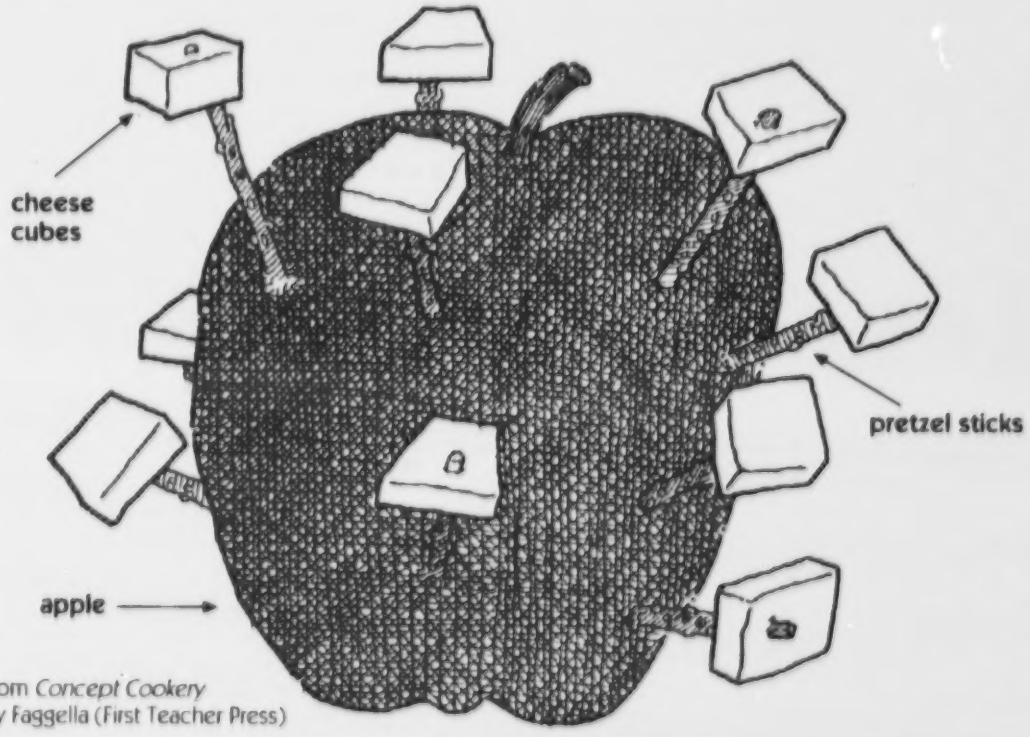
CACFP Credit = Meat/Alternate & Fruit/vegetable

WHAT TO DO:

1. Use the fork to poke holes in the apple.

2. Push pretzel sticks into cheese cubes.

3. Put pretzels into holes in apple.



Taken from *Concept Cookery* by Kathy Faggella (First Teacher Press)

BOOK CORNER: IN THE

- *Big Silver Space Shuttle* by Ken Wilson Max (Cartwheel)
- *Floating in Space* by Franklyn Mansfield Branley (HarperTrophy)
- *There's No Place Like Space* by Tish Rabe (Random House)
- *Bugs in Space* by David A. Carter (Little Simon)
- *Touchdown Mars! An ABC Adventure* by Peggy Wethered (Putnam)
- *Roaring Rockets* by Tony Mitton (Larousse Kingfisher Chambers)
- *I Want to Be an Astronaut* by Byron Barton (Harpercollins)
- *Me and My Place in Space* by Joan Sweeney (Dragonfly)
- *Zoom! Zoom! I'm Off to the Moon* by Dan Yaccarino (Scholastic)

This month at www.familytlc.net

- ▲ 3's AND 4'S Nature: Space Mobile
- ▲ 5 TO 7 YEAR OLDS Cooking: Astronaut Pudding
- ▲ 8 TO 9 YEAR OLDS: Gravity

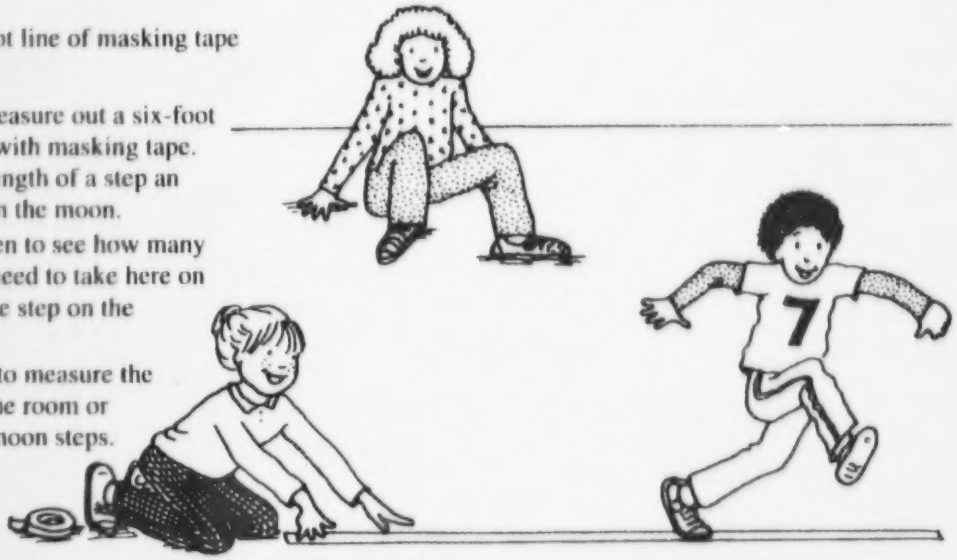
AFTERSCHOOLER IDEA: MOON MEASUREMENT

Add a new bounce to math. Invite children to learn to measure in moon steps!

You'll Need: six-foot line of masking tape

What to Do:

1. With children, measure out a six-foot line on the floor with masking tape. This shows the length of a step an astronaut takes on the moon.
2. Challenge children to see how many giant steps they need to take here on Earth to equal one step on the moon.
3. Encourage them to measure the distance across the room or the backyard in moon steps.



Ideas: Sherry Burrell, Kathy Faggella

Art: Catherine Minor, Debby Dixler

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Valentine Bears' Baked Porridge

You'll Need

2 cups cooked oatmeal

1 1/2 cup diced apple

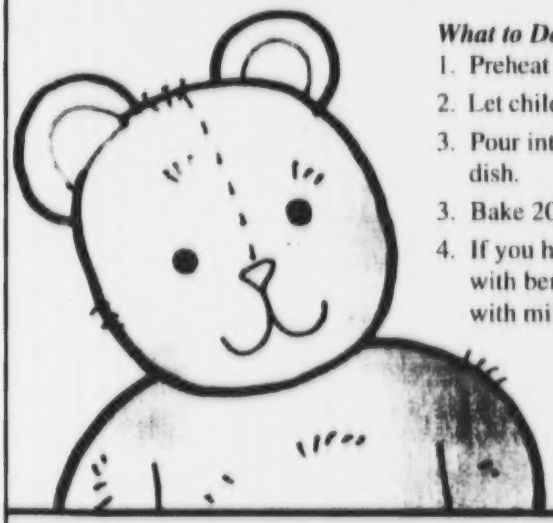
1/2 cup chopped nuts

1/2 cups raisin

1/4 cup honey or molasses

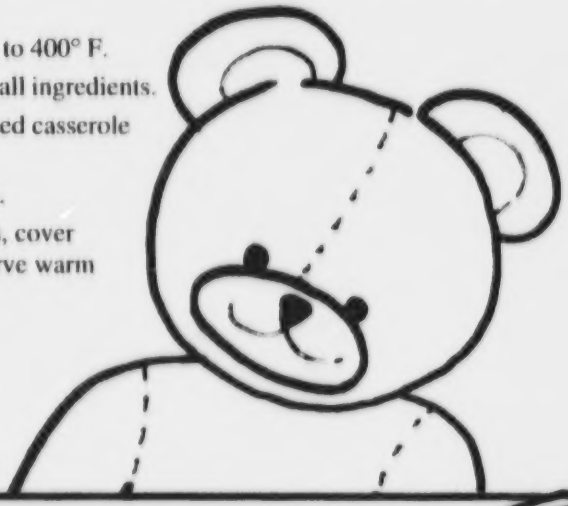
1/2 tsp. cinnamon

raspberries and blueberries, if available



What to Do:

1. Preheat the oven to 400° F.
2. Let children mix all ingredients.
3. Pour into a greased casserole dish.
3. Bake 20 minutes.
4. If you have them, cover with berries. Serve warm with milk.



From *Meals to Please: Helps for Children's Nutrition*

CACFP Credit= Bread/Alternate

IN THE BOOK CORNER:

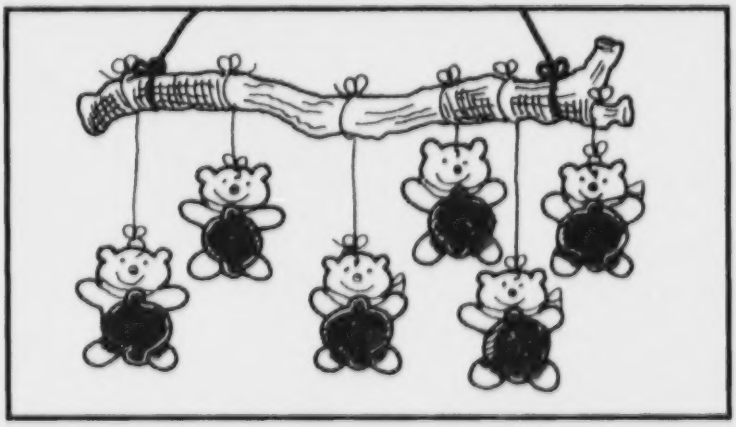
- *Blueberries for Sal* by Robert McClosky (Puffin)
- *Little Bear* by Elsa Holmelund Minarik (Harpertrophy)
- *You Are My I Love You* by Maryann K. Cusimano (Philomel)
- *My Little Valentine* by Carol Roth (Harper festival)
- *Somebody Loves You Mr. Hatch* by Eileen Spinelli (Aladdin)
- *A Book of Hugs* by Dave Ross (Harperfestival)

This month on www.familytlc.net

- ▲ TWO'S Winter: A Pair of Mittens
- ▲ 3'S AND 4'S Game: Going on a Bear Hunt
- ▲ 5 TO 7 YEAR OLDS Crafts: A Puppet with Feelings
- ▲ PRETEENS Science: Hibernation Cave Animals in Winter

INFANT CARE: Teddy Bear Mobiles

Your babies will love looking at these bouncy teddy bears.



You'll Need: walnut shells
● colored ribbon or yarn
● cardboard ○ scissors ● markers
● glue ● branch or clothes hanger

What to Do:

1. Cut from cardboard a teddy bear shape about 4-5 inches tall.
2. Draw a face on the teddy bear and decorate its paws with markers.
3. Glue on half a walnut shell to create a roly-poly tummy.
4. Punch a hole in the top of the cardboard and loop a length of ribbon or yarn through the hole to make a hanger.
5. Tie the ribbon around the bear's neck as a bow tie!
6. Make several bears and hang them at different levels from a clothes hanger or tree branch. Hang the mobile above a baby's crib or changing table.

Ideas: Ellen Javernick

Art: Debby Dixler, Catherine Minor, Nina Woldin

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17. **Ingredient stories** may describe liquids mixed to create colors or a volcano or a cooking story with a recipe for a heart-shaped cake or heart sandwiches!

HEART SANDWICHES

You'll Need:

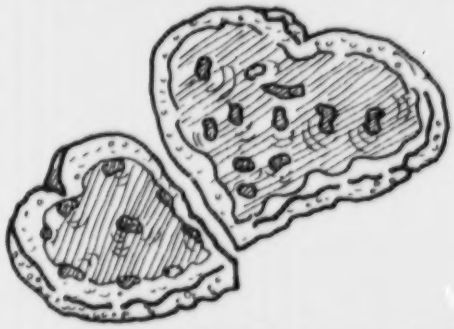
bread

whipped cream cheese

red food coloring

slivers of red pepper or dried cranberries

heart-shaped cookie cutters



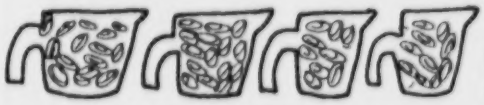
What to Do:

1. Make mini-heart, open-faced sandwiches by cutting out bread hearts with a heart-shaped cookie cutter.
2. Make pink cream cheese by adding a few drops of red food coloring to cream cheese.
3. Spread the cream cheese on the bread.
4. Decorate with slivers of red pepper or dried cranberries.

CACFP Credit= Bread/Alternate

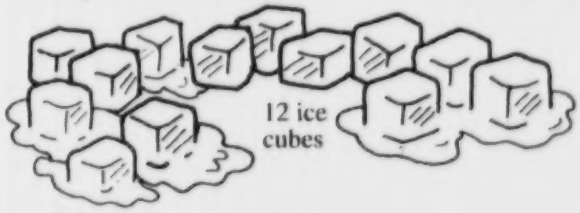
SERVE WITH STRAWBERRY YOGURT DRINK

You'll Need:


4 cups sliced strawberries

2 cups low-fat yogurt

2 bananas


12 ice cubes

strawberries for garnish

What to Do:

1. Combine the sliced strawberries, yogurt, banana, and ice cubes in a blender.
2. Process until smooth.
3. Pour into glasses and decorate each serving with a strawberry.

CACFP Credit Meat/Alternate for snack

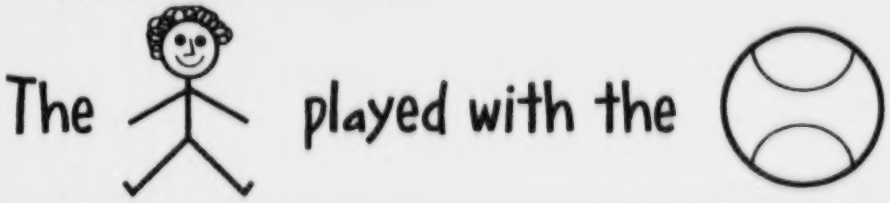
This month at www.familytlc.net

Here are some activities that help children develop a love of reading in www.familytlc.net this month.

- ● TODDLERS Crafts: Make Your Own Picture Book
- ○ TWO'S Music: It's Library Time
- ● 3'S AND 4'S Crafts: Groundhog Pop-Up Puppet
- ○ 5-7 YEAR OLDS: Winter: Share a Winter Tale

MORE STORIES TO MAKE AND TELL

18. **Rebus stories** are especially fun for those just-about-ready-to-read children in your group. By using pictures for key words along with the printed words, children can "read" the story with you! You can also use stickers for pictures when creating them with children!



19. **Shadow stories** are especially good for February and Groundhog Day! Using a flashlight, small lamp, or slide projector, you can create shadow stories on paper or a sheet with stencils or objects. Children love doing this with themselves as the objects!

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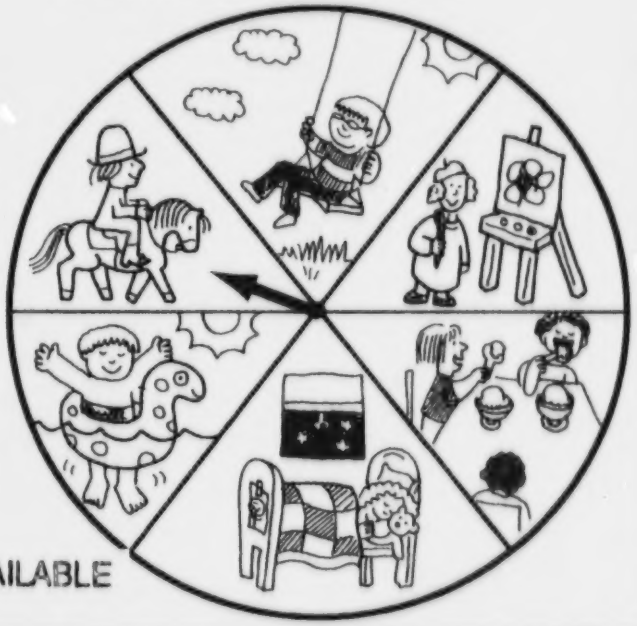
20. **Make story wheels.** Using a cardboard wheel with pictures in each section and a spinner, children can create their own stories.



Ideas: Gail P. Jones

Art: Debby Dixler

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Everyday TLC
TEACHING LEARNING CARING

PARENTS & KIDS TOGETHER

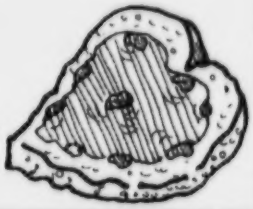
RECIPES TO WELCOME WINTER

HEART SANDWICHES

You'll Need: bread ◆ whipped cream cheese ◆ red food coloring ◆ slivers of red pepper or dried cranberries ◆ heart-shaped cookie cutters

What to Do:

1. Make mini-heart, open-faced sandwiches by cutting out bread hearts with a heart-shaped cookie cutter.
2. Make pink cream cheese by adding a few drops of red food coloring to cream cheese.
3. Spread the cream cheese on the bread.
4. Decorate with slivers of red pepper or dried cranberries.



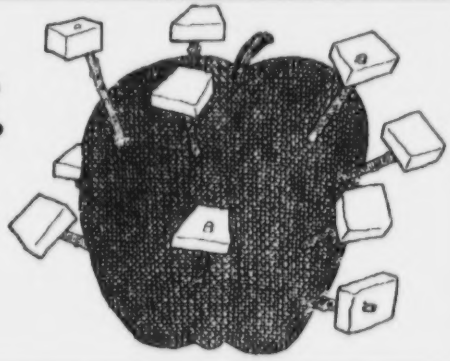
Valentine Bears' Baked Porridge

You'll Need (Serves 7): 2 cups cooked oatmeal ◆ 1 1/2 cup diced apple ◆ 1/2 cup chopped nuts ◆ 1/2 cups raisins ◆ 1/4 cup honey or molasses ◆ 1/2 tsp. cinnamon ◆ raspberries and blueberries, if available

What to Do:

1. Preheat the oven to 400° F.
2. Let your child mix all ingredients.
3. Pour into a greased casserole dish.
3. Bake 20 minutes.
4. If you have them, cover with berries.

APPLE FROM OUTER SPACE



You'll Need: pretzel sticks ◆ small cheese cubes ◆ apple ◆ fork

What to Do:

1. Show your child how to use the fork to poke holes in the apple.
2. Let her push pretzel sticks into cheese.
3. Invite her to put the pretzels in the holes in the apple. Admire and then enjoy this healthy snack.

Ideas : Kathy Faggella

Art: Nina Woldin, Debby Dixler

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PLANS FOR FEBRUARY

Activity	Week of February 3	Week of February 10	Week of February 17	Week of February 24
Circle Time				
Free Choice				
Learning Centers				
Creative Art Activity				
After-Schoolers				
Prep Work				

MIXED ADC 530
KAREN SMITH
ERIC/EECE UNIV OF IL
51 GRETY DR
CHAMPAIGN IL 61820

Everyday TLC
TEACHING LEARNING CARING

March 2003

For People Who Care for Young Children

BECOME A FRIEND OF FAMILYTLC.NET

We invite you to join a special group of "Friends of familytlc" who will be involved in helping us make familytlc.net the #1 resource for family activities on the web. We need you to tell us:

- which activities you especially like
- which types of information articles you like
- what new topics you would like to see
- how you feel about their presentation
- what would make the site more user-friendly
- what new areas you would like us to develop on the site (e.g. a babysitter's guide, homework help)

To thank you for your time and effort, we will send you an autographed copy of my book, *Parents and Kids Together Everyday.*

How to Join

Just go to the web site, www.familytlc.net., click on the membership link at the top right of your screen and follow directions from there.

From time to time, we will be sending you questionnaires to help us evaluate and improve the content and navigation on the site.

We are looking for the following friends :

- Parents
- Grandparents
- Families using daycare
- Family child care providers
- Teachers in day care centers and nursery schools
- Teachers in faith-based child care programs
- Mentors
- Staff in afterschool programs, community centers
- Staff in intergenerational programs

We look forward to hearing from you and anyone you know who fits these categories. Please e-mail me with questions (lisadurkin@familytlc.net) or call our toll free number 1-800-677-6644.

THIS MONTH IN *EVERYDAY TLC*

- △ Field Trips to Restaurants
- △ Rhyme and Rhythm
- △ Math and Paper Play
- △ Learning to Write
- △ *Learn-at-Home Training* Content Area #7: Observing and Recording

SPOTLIGHT ON CDA

The Child Development Associate (CDA) National Credentialing Program is designed to provide performance-based training, assessment, and credentialing of family child care providers, child care staff, and home visitors.

Assessment Requirements

- Be at least 18 years of age
- Have a high school diploma or GED
- Have 480 hours of experience working with children within the past 5 years
- Have 120 clock hours of formal child care education within the past 5 years

You can use our Learn-At-Home Training to complete 40 of the 120 hours required to complete the CDA program. Over the course of your one-year subscription to the newsletter, you receive 8 monthly articles with tests. Each covers one of the 8 CDA content areas. This month is Observing and Recording. There are more details on the cover page of the test inside this month's *EverydayTLC* packet. To find out more about CDA, contact: The Council for Professional Recognition 2460 16th St. NW Washington, DC 20009-3575. (1-800-424-4310)

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Everyday TLC
TEACHING LEARNING CARING

PARENTS & KIDS TOGETHER

See *Parents & Kids Together* in Spanish at www.everydaytlc.com

BOOKS TO READ

EATING OUT

- *Dim Sum for Everyone* by Grace Lin (Knopf)
- *Froggy Eats Out* by Jonathan London (Viking)
- *Friday Night at Hodges Cafe* by Tim Egan (Houghton Mifflin)
- *Fast Food! Gulp! Gulp!* by Bernard Waber (Houghton Mifflin)
- *The Moon and Riddles Diner and the Sunnyside Cafe* by Nancy Willard (Harcourt)

ST. PATRICK'S DAY

- *Leprechaun Gold* by Teresa Bateman (Holiday House)
- *Tim O'Toole and the Wee Folk* by Gerald McDermott (Puffin)
- *St. Patrick's Day in the Morning* by Jan Brett (Ticknor & Fields)

EARLY MATH

- *What Comes in 2's, 3's, and 4's* by Suzanne Aker (Pearson)
- *Ten Black Dots* by Donald Crews (Scott Foresman)
- *How Many Feet in the Bed?* by Diane Johnston Hamm (Aladdin)
- *How Big Is a Foot?* by Rolf Myller (Random House)
- *Shapes, Shapes, Shapes* by Tana Hoban (Scott Foresman)

GETTING READY TO WRITE

Parents and caregivers often feel that young children are not ready for writing. While they may not be able to write a sentence or even a word yet, young children are definitely "getting ready to write."

Learning to write begins very early in life and goes through many stages. You should make a point of writing in front of even babies and toddlers, so they grow up knowing that this is an important skill. Sit with the baby in your lap or to your left, if you are right-handed, so the child can see what you are doing.

There are different steps that lead up to writing and you can help your child develop the skills and a love for the process. Here are the stages with approximate ages attached to them.

- **STEP 1:** Holding Writing Implements (5 months old and up)
- **STEP 2:** Marks with a crayon (1 year and up)
- **STEP 3:** Scribbles all over paper (1 to 2)
- **STEP 4:** Controlled scribbles—the child can start and stop a line when she wishes (2 to 3)
- **STEP 5:** Print-like scribble—the child is trying to copy adult writing (3 to 4)
- **STEP 6:** Scribble story—the child makes scribbles and she can tell you what they say (3 to 5)
- **STEP 7:** Mock writing—scribbles begin to look like letters (4 to 6)
- **STEP 8:** Letter experiments—the child experiments with creating real letters (4 to 6)
- **STEP 9:** Actual letters formed (4 to 6)
- **STEP 10:** Invented Spelling—the child writes down real letters, but makes up spelling (4 to 8)

This month at www.familytlc.net

▲ TODDLERS
Music: the Tapping Game

△ TWO'S
Movement: Finger Tricks

▲ THREES AND FOURS
Game: My Body Rhyme

△ FIVE TO SEVEN YEAR OLDS
Game: Spell and Move

▲ EIGHT TO NINE YEAR OLDS
Family Picture Book

△ PRETEENS
My Family Cookbook

Everyday TLC
TEACHING LEARNING CARING
Week One
March 3, 2003

For People Who Care for Young Children

BEYOND COOKING

Food-related field trips are fun and full of learning. You cook with and for your children everyday. But you can take cooking a step farther by taking your children on tours of fast food kitchens, pizza parlors, ethnic restaurants, and even "fancy" dining places. You and your children can learn about making tortilla salad shells, the importance of pre-cooking scrubs, and how many ingredients can go on pizzas!

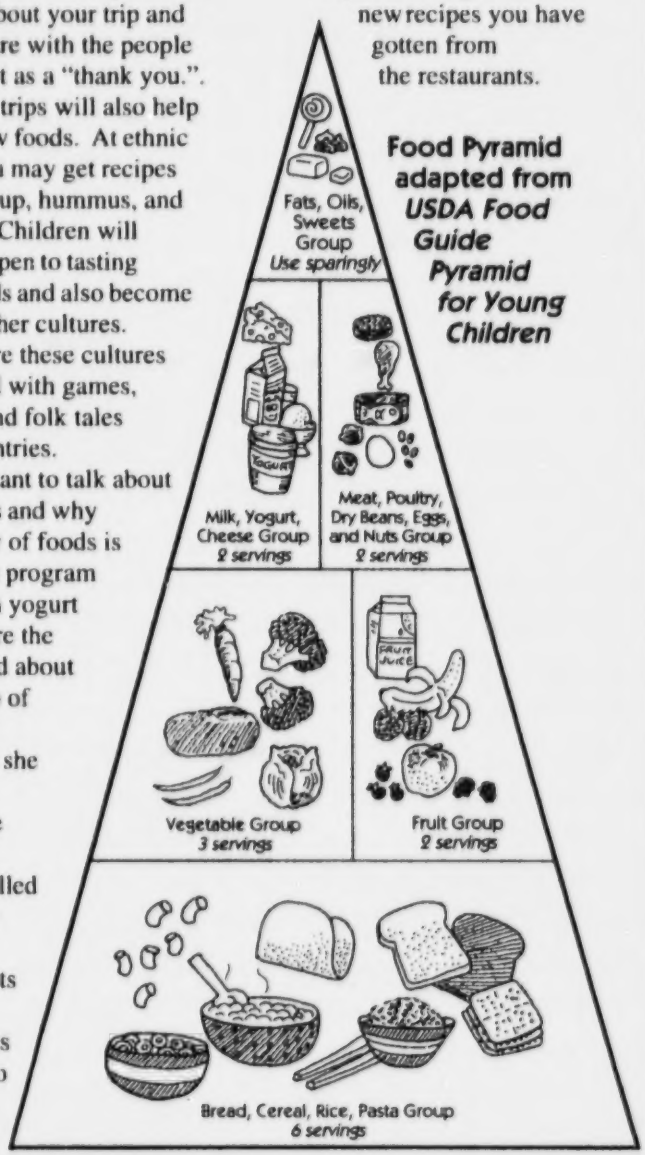
Call the restaurant manager beforehand and ask for a short (20-30 minute) tour. Before starting out, talk with children about the kinds of things you will be looking for: how pizza dough is shaped, how burgers are cooked so that they all turn out the same, or what kinds of frozen yogurt are the most popular. The more questions you ask, the more information you will learn. Restaurant workers are flattered when children are truly interested in them and their jobs.

Stress good manners—"positive comments or none at all." Talk about the need for listening carefully to safety rules when you are in the restaurant kitchens and how important it is to say, "Thank you" when the tour is over.

Take a camera with you to record your visit. Make two sets of the pictures: one for a poster to show parents about your trip and the other to share with the people at the restaurant as a "thank you.".

These field trips will also help children try new foods. At ethnic restaurants, you may get recipes for egg drop soup, hummus, and French bread. Children will become more open to tasting unfamiliar foods and also become interested in other cultures. You can explore these cultures by linking food with games, clothing, art, and folk tales from other countries. It's also important to talk about the food groups and why eating a variety of foods is important. One program visited a frozen yogurt restaurant where the manager talked about the dairy group of foods and then confessed that she didn't know much about the other groups. The children filled her in on food groups.

Keep parents informed of your adventures and ask them to join in the experience by experimenting with new recipes you have gotten from the restaurants.



Food Pyramid adapted from *USDA Food Guide Pyramid for Young Children*

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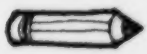
Restaurant-Related Activities



During food-related field trips, your children will learn about food preparation and new foods, but they can have many more learning experiences as well. Here are some ideas.

○ **Advertising** Find and cut out advertisements for the restaurants before you visit them as well as any reviews. Look at them with children. When you return, look at them again. Did the ads tell you what these places were really like? Talk about what kinds of information and pictures would make you want to choose that place to eat. Challenge children to make their own ads for the restaurants after their visit. (These would make great "thanks you's.")

● **Language Development** Before you go to a restaurant, make a list of new foods and food-related concepts so that you can point them out on your tour. Children love learning interesting names of unusual foods such as pepperoni, salsa, and chow mein noodles. They also like to smell and sometimes taste herbs and spices such as cumin, oregano, and cilantro. When you see, smell, touch and taste them, words become much more real.

○ **Thinking Skills** Add restaurant reviews, created by your children, to your monthly parent handout. Include a description and comments by children. Older children can interview younger ones.

To help children practice thinking skills, you can compare fast food restaurants with more expensive ones or different routines in pizza parlors. Children are also developing thinking skills as they think of questions to ask before they go to restaurants.

● **Health Rules** You will learn about health standards on your tours. Look at the places you visit to see if they appear clean and sanitary and talk about why it is important to maintain high standards of cleanliness. This will help your children understand some of the hygiene rules they must practice themselves in the kitchen including "Always wash your hands before AND after handling food."

○ **Safety Practices** Restaurant managers should be clear about rules and why it is important to stand a proper distance from large ovens and grills. Ask them to explain to children the safety features of the walk-in freezers.

● **Hands-On Experiences** When you plan the visit in advance with the manager, ask if there is some activity children can do during their visit. Perhaps children can each make a small pizza at a pizza parlor if you come at a slow time in the day. At a frozen yogurt or ice cream store, children might be able to make their own cones and add toppings.

○ **Pretending** Restaurant play gives children many chances to practice pre-reading and writing skills. Most likely, children will come away from these trips with paper hats, menus, and coupons to use later with their parents. Use these in their pretend play.

▲ Let children choose a name for the pretend restaurant and paint the name on a cardboard sign or computer paper banner.

▲ Help children create a menu for healthful meals that includes choices from the different food groups. Let children cut out pictures of foods they would include from magazines. You can make copies of the menu for them to give "customers." Children can glue their menus to folded pieces of construction paper and decorate the covers. Help them include prices if they wish.

▲ Let children take turns being the owner, waiter, chef, customer, and cashier.

▲ In order to take the customers' orders, give the waiter a plain pad and pencil. Even younger children can scribble and pretend to be writing down the orders and then give it to the cooks in the kitchen. This same piece of paper can later be used for the bill.

▲ Supply children with play money and plates with toy food.

● **Manners** Talk about customer manners and how your children would feel as employees if all they got were complaints. Remind them to always be courteous customers when they are in restaurants--or anywhere someone is "waiting on them."

Talk about how much time and effort the people at the restaurant put into your visit. How can you thank them? Think about ways to have children each "write" thank you notes or create a BIG thank you on a poster-sized sheet from everyone. Use photos you took to record the experience. And include copies of some of the "ads" children made.

Everyday TLC
TEACHING LEARNING CARING

Week Two
March 10, 2003

For People Who Care for Young Children

RHYME AND RHYTHM

"One, two, buckle my shoe,
Three, four, open the door."

Nursery rhymes are favorites with young children. They enjoy singing, counting, and clapping out rhymes, just as they have for hundreds of years. Counting and rhyming springs from the natural sense of music and rhythm of the world that surrounds each child from birth.

By clapping, singing, and counting in rhythm, we try to relate listening skills and memory to real, touchable items. In this way, small children naturally begin to understand the concept of counting real things. Babies and toddlers seem naturally intrigued by basic mathematical concepts.

Many toddlers can match the quantity they see with the quantity they hear, and that is an understanding of one-to-one correspondence. The concept of one-to-one correspondence is an abstract concept, but even very young children understand and use it naturally, especially when you model it often in song and rhythm. Clap out simple chants during spare moments, *"A block for you and a block for me,"* when putting toys away or *"Put two shoes on two feet."*

Music can fit into any schedule. *Sing often!*

One, two, three.
Look at me.
Three, two, one,
I'm having fun.

Here's another:
Please play a little game with me.
First clap your hands,
one, two, three
Now hide your hands,
They've gone away.
Find them!
Wave them!
We can play.

For St. Patrick's Day, make this more fun by holding up fingers (with shamrock stickers on each fingertip or by holding up green construction paper shamrocks). Simple songs like this are easy to learn, and children soon find they can count both forwards and backwards.

RHYMES AND SONGS FOR ST. PATRICK'S DAY

I'm a Wee Leprechaun
(Tune: *" I'm a Little Teapot"*)

I'm a Wee Leprechaun
short and green,
Look at my shamrock,
but I can't be seen,
When you pull my feather,
I will scream (everyone screams)
I'm a Wee Leprechaun,
short and green.

Leprechaun, Leprechaun Show Me Your Gold?

Leprechaun, Leprechaun
Show Me Your Gold?
Where did you hide it?
Can I be told?
Under the rainbow,
Behind a tree
I'll find your gold as quick as can be!

(Let children act out looking for gold as you say the rhyme.)

NOW FOR THE RHYTHM

DEVELOP LISTENING SKILLS

● Begin by listening to your children playing with instruments. Try to pick up patterns in each child's banging and then echo them yourself. Next beat out your own patterns and ask children to repeat them. Clap out simple patterns that are easy to repeat. Ask a child to clap or pound a rhythm for you to repeat. Be prepared! It will probably be a hard one. Vary this game by pounding the floor, snapping fingers, slapping knees, and stepping or stamping.

● Think of stories that contain repetition or jingles and encourage your children to listen carefully and then help you tell the stories in rhythm, chanting and clapping. "Three Billy Goats Gruff," "Three Little Pigs," "The Little Red Hen," "The Pancake Boy," and "Goldilocks" all have parts for children.

● At circle time, think of as many movements as possible, then play music that has a strong beat and put the movements together into an impromptu dance.

● Carry your exploration of rhythm outside when weather permits. Collect old pan lids from parents, your kitchen and garage sales. Tie them to the play yard fence, spacing them far enough apart so that they don't touch. Let children take turns marching by and hitting them with sticks.

● Rhythm helps children see patterns and organization in everyday life. It can also help you in your program. One drumbeat means "Begin." Two beats signal "Stop," and three beats invites children to "come to circle." It is much more effective than an adult's voice!

MAKE RHYTHM INSTRUMENTS!

It's easy to make your own rhythm instruments. If your children help plan and create noisemakers, your rhythm band will be even more successful.

● Begin with kitchen objects such as pot bottoms and wooden spoons, and gradually introduce all kinds of instruments.

● Help your children make simple instruments. Keep a large box with a lid in the classroom, and fill it with all kinds of instruments. Here are suggestions for making simple rhythm instruments to put in the box.

● **SHAKERS** can be made in many ways. Children can decorate the bottoms of two small paper plates (for each shaker) with markers or stickers. Put a few dried beans or pebbles on one plate, then top with the other plate and staple or stitch the edges together (placing the stitches or staples close enough that no small objects will fall out).

○ **BELLS** can be attached to strong strings or elastic wrist circlets to add jingles to your band. Be careful that no items are small enough for young children to swallow.

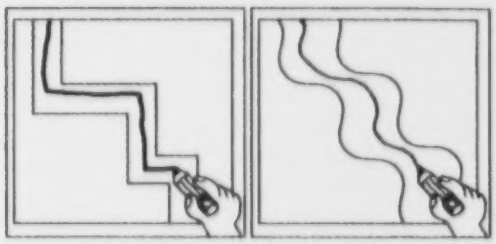
● **SAND PAPER BLOCKS** make satisfying rasping noises. Glue coarse sandpaper to thick scraps of wood.

○ Beat on **BUCKET DRUMS.** Show children what wonderful and different sounds can be made by hitting pans, buckets, or oatmeal containers with wooden spoons or unsharpened pencils. Compare the sounds of your different drums.

● Make a **SHOE BOX STRUMMER.** Cut a hole about 2 inches across near one end of the lid. Let children glue on patchwork scraps in many shapes and colors to decorate the outside of the box and the lid. Place the lid on the box and slide rubber bands around the box and lid. (They should go across the hole.) Use different widths of bands if possible. The skinniest ones will make the highest sounds, and thicker rubber bands produce lower sounds.

HAVE A ST. PATRICK'S DAY PARADE

Everyday TLC
TEACHING LEARNING CARING



Week Three
March 17, 2003

For People Who Care for Young Children

MATH AND PAPER PLAY

Playing with paper can be more than just fun—it can lead to rich learning experiences.

PEOPLE GRAPHS

This activity uses long strips of paper on the floor so that children are actually part of a life-sized graph.

You'll Need: long roll of shelf paper (about 12 inches wide) ● large marker

What to Do:

1. Collect information from children. It can be favorite colors, foods, or TV programs. It could even be types of clothing worn for that day.
2. Roll out equal lengths of shelf paper—one length for each choice—and place them about two feet apart along the floor. Make sure all lengths have the same starting line.
3. With a marker, label each column of paper at the starting line.
4. Invite children to stand on the paper to represent their favorites or choices. You may also want to draw equal-sized blocks on each length. In this way, one child will stand on one block and it is easier to see the whole graph.

PATTERNING PAPERS

This activity shows children that patterns go in two directions—both forward and backwards.

You'll Need: blocks or sheets of old wallpaper (Pick those with simple, repeating patterns.) ● markers in colors similar to those in the patterns ● large, plain paper ● glue

What to Do:

1. Have a child pick a patterned piece of wallpaper and place it on the large sheet of plain paper.
2. Glue it in place.
3. Then encourage the child to use the markers to extend the patterns in all directions out from the wallpaper.

STEPPING STONE NUMBERS

Children will become aware of how numbers go in order from one to ten and ten to one. The stepping stones will help children recognize numerals and be able to learn directional names.

You'll Need: ten squares of paper (cardboard, construction, or newspaper) ● marker ● masking tape

What to Do:

- Use marker to make the numbers from one to ten, using one square for each number.
- Place about 6" apart in a line on the floor. Tape down.
- Direct children as follows:

"Step on number three. Take one step ahead. What number are you on?"

"Step on number six. Go to number four. In what direction did you have to move?"

"Follow the numbers from one to ten and say them aloud. Now, step backwards and say the numbers aloud."

- Use these stepping stone numbers in a Twister game. Tape them on the floor in a large square shape. Have children take turns directing other children where to place each of their hands and feet. Have two children doing this game at the same time for a real twisted effect!

More Math and Paper Play

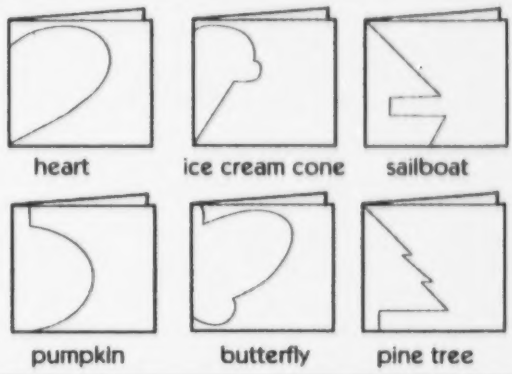
SYMMETRY FUN

Folding and cutting a simple shape shows children how something has two halves exactly the same. Unfolding the paper has a touch of magic in it.

You'll Need: paper (construction, newspaper, copy paper) ▲ scissors ▲ pencil

What to Do:

1. Fold paper in half and draw simple lines.
2. Invite children to cut on the lines and open folded paper.



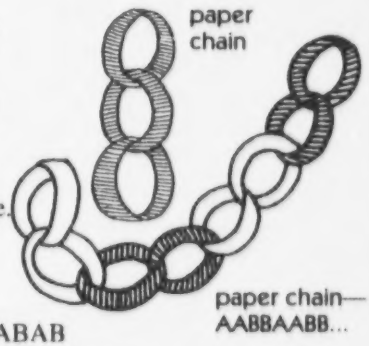
PAPER CHAIN PATTERNS

More than pretty decorations, these paper chains are really practical ways of making and copying patterns.

You'll Need: many colored pieces of 8 1/2 inch by 11-inch construction paper or other strong, stiff paper ▲ glue ▲ paper cutter or scissors

What to Do:

1. Cut paper into strips, each one about 8 1/2 inches long by 1 1/2 inches wide.
2. Let children join the two ends of the strips (link in a chain). Overlap one end and glue over the other end.
3. Insert another strip into the already formed chain link and glue the ends.
4. Make a model of a simple pattern for children to follow. Start with an ABABAB pattern, maybe alternating colors. Then challenge children with a harder pattern such as ABCABCABC or AABBAABBAABB.

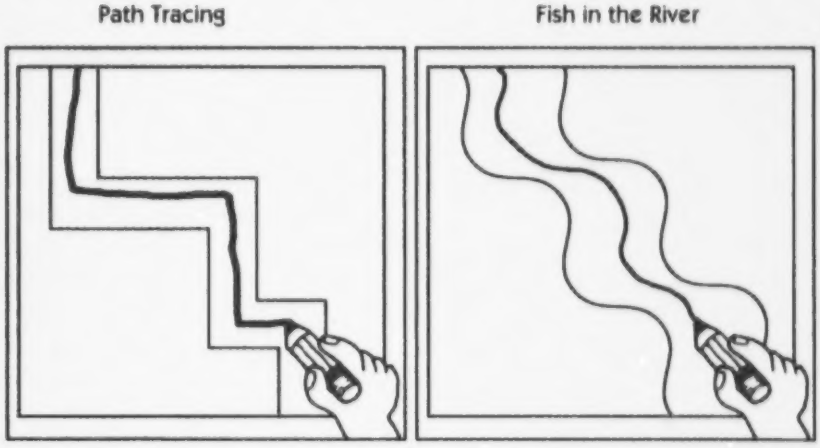


PENCIL ON PAPER

▲ **Path Tracing** Use a pen to draw a path using two parallel lines spaced about half an inch apart. Draw the paths at right angles to each other at first; then, make the paths curve. Have children use a pencil and trace between the lines making sure that they do not touch either side. Your children will be learning how to make straight and curving lines.

▲ **Fish in the River** Make the same curved paths as explained above. This time, they are rivers. Have children pretend that their pencil is a fish swimming down the center of the river. If it touches either bank (side), it will be caught.

▲ **Walk-A-Square** Draw a square on paper and have children trace along the outside perimeter with a pencil as if walking around the square. Use other regular shapes to do the same thing.



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Everyday TLC
TEACHING LEARNING CARING
nikki c.
Week Four
March 24, 2003

For People Who Care for Young Children

GETTING READY TO WRITE

"I don't do much writing with my group. After all, they are so young; all they can do is scribble."

Preschool teachers and providers often conclude that their children are not ready for writing. While they may not be able to write a sentence or even a word yet, young children are definitely "getting ready to write."

Learning to write begins very early in life and goes through many stages. You should make a point of writing even in front of babies and toddlers, so they grow up knowing that this is an important skill. Sit with the baby in your lap or to your left, if you are right-handed, so the child can see what you are doing.

In this issue of *Everyday TLC*, you will learn about the different stages that lead up to writing and how you can help children develop the skill and a love for writing.

STEP 1: HOLDING WRITING IMPLEMENTS

(May begin when a baby is 5 months old)

Picking up, holding, using, and finally putting down objects are necessary foundation skills to holding a crayon, pencil or pen. A child must have developed a pincer grasp, finger strength, and coordination in order to write.

HOW YOU CAN HELP:

- Give **babies** rattles, knob toys, and toys that produce a sound when string is pulled.
- Give **toddlers** objects with Velcro openings and snap-type clothespins.
- Let two's pick up small snack items, feed themselves with a spoon, and play with play dough.
- Let pre-schoolers play with zippers, buttoning tasks, pouring sand and water, easel painting, fingerpainting, and mud.

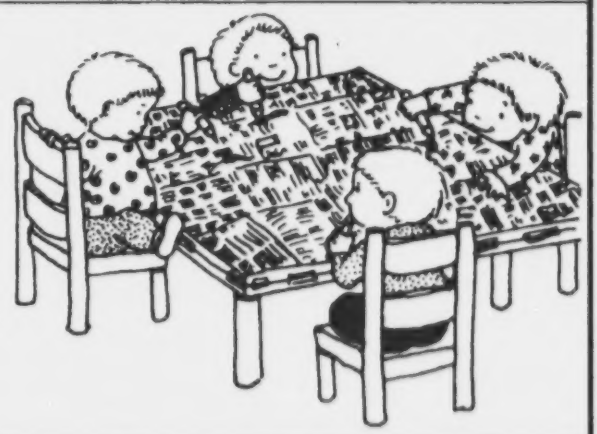
STEP 2: MARKS WITH PENCIL

(Begins around 12 months)

The child grasps a crayon, usually with her palm, and makes marks on the paper.

HOW YOU CAN HELP:

- Cover a table top with newsprint and encourage children to write on the "writing table."
- Give the child crayons and typing paper on which to practice. Mount her "writing" on construction paper and send home the "framed documents."
- Put up a chalkboard for your beginning writers and invite them to use chalk in any way they wish.



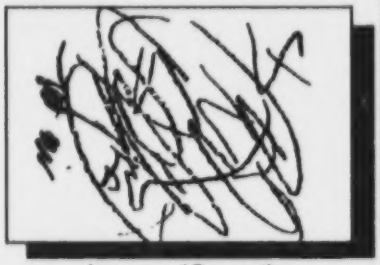
LEARNING TO WRITE, continued

STEP 3: TRUE SCRIBBLE *(from one to two years old)*

The child makes long, usually looping, lines on the page.

HOW YOU CAN HELP:

- ▲ Give the toddler chubby crayons. Let her draw on large sheets of manila paper, construction paper, butcher paper, shelf paper, or computer paper.
- ▲ Make a "drawing wall," (covered with paper) the official spot on which to draw.
- ▲ Introduce washable, thick marking pens but only when there is an adult around to help children.



Ian, age 18 months

STEP 4: CONTROLLED SCRIBBLE *(two to three years old)*

When a child can start and stop writing when he wishes, he is showing greater control. He will make straight lines, up and down, across, and curves.

HOW YOU CAN HELP:

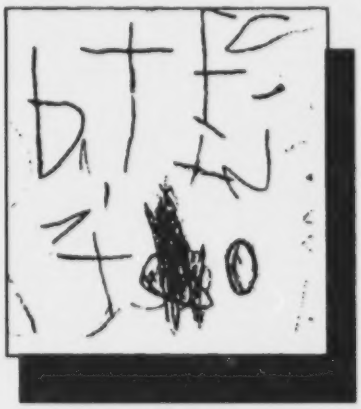
- ▲ Tape large sheets of butcher paper to the floor. Encourage children to work side by side to fill the paper with squiggles. Tape their artwork on a wall so everyone can see it.
- ▲ Children at this stage can begin using a paintbrush on a flat surface and at the easel.
- ▲ Encourage parents to display scribbles at home.

STEP 5: PRINT-LIKE SCRIBBLE *(three to four years old)*

Children are beginning to "write" as well as make lines as art, often in the same picture. This shows that the child has noticed "adult writing" is special and she is trying to copy it.

HOW YOU CAN HELP:

- ▲ Give children a variety of places on which to write: colored typing paper, lightweight cardboard packaging, old greeting cards.
- ▲ Encourage children to sign their artwork with their name. A child knows that a printed name tells the world that he did the drawing—a powerful idea.
- ▲ Write down children's dictation. Once a child realizes that what he says can be written down and others can read his exact words, he is on his way to being a writer.



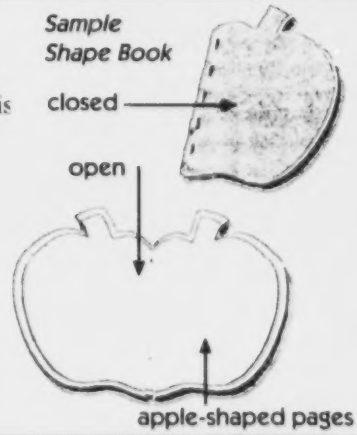
Tommy, age 4 years

STEP 6: SCRIBBLE STORY *(three to five years old)*

When a pre-schooler fills a page with squiggles, but can describe what it says in great detail, he has shown that he is literate. You may not be able to read his writing, but he is trying and understands the idea of writing.

HOW YOU CAN HELP:

- ◆ Prepare blank booklets to encourage young authors to record their ideas. Shape books are very inviting.
- ◆ Give children time, materials, and plenty of encouragement to write.
- ◆ From time to time, ask children to read you their stories.
- ◆ Give children chalk and chalkboards, magic slates and stylus, and dry ink boards.
- ◆ Let children write outside on the sidewalk with white and colored chalk.



Everyday TLC
TEACHING LEARNING CARING

YOU CHOOSE!

- ◇ Earn 40 clock hours toward your Child Development Associate* with *EVERYDAY TLC* Learn-At-Home Continuing Education Program and the Nutrition Education & Child Care Food Program
- ◆ Earn State Licensing Hours
- ◇ Do Both!!

Learn-At-Home Training for Child Care Professionals

Over the course of a one-year subscription to EVERYDAY TLC, you can receive eight Learn-at-Home training modules, which will count toward 40 hours of your CDA. These same training modules have been approved for one hour each (total of 8 per year) toward your state licensing hours for family child care providers in the following states: AK, AL, AR, CO, IA(6 hours), MA, OH, OK, OR, PA, RI, TX, WY (16 hours)*

It's Easy and Convenient:

Step 1: Review the continuing education self test and professional article in this issue of *EVERYDAY TLC.*

Step 2: Sit back, relax, and read through your issue of *EVERYDAY TLC.*

Step 3: Do the assignment as described in the test. Write your responses to the questions on the sheets (unless otherwise indicated). Please note: Photocopies of the test sheets will not be accepted. You must mail the original test pages from your *EVERYDAY TLC* issue!

Step 4: Remove your completed test sheets from *EVERYDAY TLC.* Be sure to include your name, address and phone number in the space provided on the test sheets. Place the test sheets and a check or money order for the fee in an envelope addressed to:

EVERYDAY TLC
P.O. Box 180
Wilmington, NC 28402

Your certificate of completion of continuing education credits will arrive within 3-4 weeks.

Cost:
- ◆ CDA $80 for all 8 tests (40 CDA clock hours)
- ◆ State Licensing Hours $5.50 per test

OR SAVE MONEY BY: removing completed test sheets and saving them until you have completed all 8. Send them to the above address with a $22.00 check or money order. (for state licensing hours only)

Note: The *EVERYDAY TLC* Learn-at-Home Training only counts toward 120 clock hours of training needed for your initial CDA application. The training does not count toward CDA renewal hours.

Questions: Please call: 1-800-677-6644.

2003 Test Issues: February/March/April/June/August/September/November/December

*The Child Development Associate(CDA) credential is awarded to those caregivers who have completed 120 clock hours of formal child care education, with at least 10 hours in each of eight categories. There are requirements for hours working with children, the creation of a resource file, written competencies, and a formal observation and assessment. For more information on the CDA program, please contact The Council for Early Childhood Professional Recognition at 1-800-424-4310 or on the web at www.cdacouncil.org.

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OBSERVING, ASSESSING, AND PLANNING

Assessment and curriculum planning are linked together in one continuous circle:

1. Observe and evaluate.
2. Plan activities based on 1.
3. Do the activities
   (Implement your plans using many different ways to accommodate different learning styles.) based on 2.
4. Observe and evaluate. Record results and make new plans.

This is how we become accountable for our children's learning. This is how we give them every educational advantage possible. Read each activity below carefully. Implement the suggestions into your program and use consistently during the year.

1. Brainstorm and record ways in which you can INFORMALLY assess children's abilities, skills and achievements without 'testing' them. ("What color is this?" when asking the children in circle time to identify the color of circles or colors on a chart is a form of testing.) Describe an activity for each area. One example has been given. Give another.

PHYSICAL Watch a child on the outside climber to see if the child can pull himself up using upper body strength.

COGNITIVE Notice if the child can correctly pass out napkins at snack for a one-to-one correspondence showing an understanding of number concepts.

COMMUNICATIVE See if a child can retell story in proper sequence after a book has been read. (If the child can, he has good comprehension skills.)

CREATIVE Can a child select a variety of materials to make a collage? If so, she is thinking creatively.

SELF Watch the child come in each morning. If he can leave his parent easily, a sense of self is developing.

SOCIAL Watch the child in pretend play. If the child can take on role of an adult and play with others while maintaining that role, the child is progressing socially.

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2. Obtaining information for assessment and using it for curriculum planning is done best through activities. For example, some children have a hard time hearing end rhymes in words and sentences. Read several Mother Goose rhymes to children and encourage them to listen for the end rhymes. If children have a hard time with this activity, make up short, funny rhymes to practice with them such as *"A big, black fat cat chased after a little, brown, skinny _____"*

Describe one activity you use to assess a skill children should have. Tell how you helped a child (or children) who needed to practice that skill.

Skill to Be Assessed_____

_____

Activity Used for Assessment _____

What Happened (Results) _____

_____

Follow-Up Activities Used for Practicing Skill _____

_____

3. Begin a binder for each child this month. (If you already have them, add to each.) Make two additions to each child's portfolio this week. Select TWO binders and do the following. Make copies of everything and include with this test.

a. Explain the significance of both pieces of work added (why you thought each was important).
b. Evaluate each piece as to what skills or progress the child shows in each. Record this analysis.
d. Plan and explain one activity that you will have the child do to either help her master a skill or move her abilities to the next level.

4. Families should be included in sharing the information you've learned about their children through the assessment process. Likewise, families are perfect partners to let you know what they've discovered about their children.

a. Hold at least two conferences during the year (fall and spring) to discuss: the child's strengths and weaknesses ◆ the child's progress ◆ the child's interests ◆ family expectations for the child during the year.
b. Together formulate some learning strategies based on your combined goals.
c. Tell the family some specific activities you will be doing with their child to achieve these goals.
d. Suggest concrete ways the family can help the child such as reading to the child each day, setting out some writing and art materials for the child to use independently.
e. Make a written plan--one for you and one for the family. Schedule another conference to assess the child's progress, note any changes and make more or new plans.

For this test, schedule a conference with a family within the month. Use the steps suggested above (a, b, c, d, e) and write a plan. Submit it with this test.

Name_____

Address_____

City_____ State_____ Zip Code_____

Telephone_____

☐ CDA ☐ TRAINING CERTIFICATE

CDA Content Area #7 Observing and Recording

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CDA Professional Article

TAKING RESPONSIBILITY FOR CHILDREN'S LEARNING

by Kathy Faggella

Accountability is one of those 'buzz' words you hear these days if you attend any early childhood meetings. We are all being asked to take responsibility for what we are teaching and what children are learning. We are being asked to assess children's learning and development.

Of course, we all do this in one way or another. But today, we are asked to keep more formal records on each child. We are also expected to use this information as the foundation for developing our programs, creating the learning environment, and evaluating what we have done. It is the best way to know, understand, and serve children and their families.

'Where to start?' Start by **learning all you can about child development.** You can do this in college courses, by reading informative child development books, magazines, and newsletters; by watching educational videos; and by becoming a member of an early childhood organization which provides information on current topics.

Next you need to **understand what and how children learn** during these early years. Again, college courses, books, organizations, informed, experienced caregivers and educational consultants can help you.

Once you have this information, you can begin the assessment process. The CDA (Child Development Associate) process has, among the thirteen competencies, listed six that deal directly with children's observable behaviors: physical, cognitive, communicative, creative, self and social skills. Your objective in observing, recording and assessing children's behavior is to make planning your program easier by finding out what children are capable of doing, where they are at any particular stage, and planning what steps you need to take to encourage them to the next stage.

You can gather data on children both informally and formally. Informally, you can use index cards or sticky notes and jot down what you see or hear from a particular child. Put the date on the observation and later file it into the child's permanent record. Be very specific and keep your opinions out of the observation. For example, *"Julianna grabbed the doll away from Rosa. She was angry all morning and took it out on Rosa," is an opinion.* *"Julianna grabbed the doll away from Rosa. She held it tightly and would not allow anyone to touch it for at least 5 minutes,"* tells exactly what happened without an opinion. You can also use a clipboard with a sheet of paper divided into as many squares as there are children. Each square is labeled with a child's name. This way, you can jot down at least one observation for each child, each day.

You can do more formal observations if you have a particular objective in mind. For example, you can observe a child during a set time. You can watch Jeff for 10 minutes during choice time each day for a week or once a week for a month. This process works best if it is consistent and done for all the children on a regular basis.

Then you need to transfer, each week, your informal notes or formal observations to a binder kept for each child. Observations, children's artwork, any attempts at writing, photos of 3-D artworks or block constructions, and other important materials should be kept current. Date each entry and add a note explaining why it is important. For example, if you place a three color painting in the binder, you might need to explain, *"Josh knew the names of each color. He pointed out the circles, straight lines and recalled that the circles were beach balls that he had seen on our field trip. He attempted to write his name and only needed help with the 'h'."*

Gathering observations is an ongoing task. Yet, at each step we all need to ask ourselves, *"What does this mean for the child?"* Generally, these observations tell what the child is capable of doing and show achievements. They tell of a child's interests, strengths, and even some weaknesses. You can evaluate your assessments to decide how each child can be better served by the learning program you present. You can see where each child is in the learning process and move each along, at his own pace. It's an important part of being an early childhood professional.

LEARNING TO WRITE, continued

STEP 7: MOCK WRITING *(four to six year olds)*

The marks gradually take on a letter-like appearance. The child has noticed that letters are made from lines and circles, but has not yet figured out how to make them.

HOW YOU CAN HELP:

- ▲ Give children lots of chances to write, especially when they are pretending. Add a pencil and writing pad next to the play telephone to take messages and "shopping lists" when children are pretending to go to the store. Put a prescription pad and pen in the doctor's kit. Have the police officer write out tickets when she stops speeders, and the waiter write down orders at the restaurant.
- ▲ Put out trays of sand or fingerpaint in which to "write."

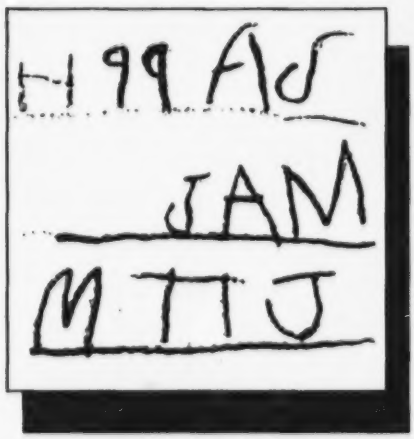
STEP 8: LETTER EXPERIMENTS

(four to six years old)

Shortly after mock writing, the child will experiment with real letters. Letters may have extra parts (an E may have five or six lines across) or an R may be backwards.

HOW YOU CAN HELP:

- ▲ Make writing an important part of your daily routines. Have children sign up for turns at a game or activity or to vote for a project. (Some children may be able to write their names so that you can read them, but all will have their own personal script.)
- ▲ Help children experiment with a keyboard.
- ▲ Spend time in the writing activities to show children how important they are.
- ▲ Suggest writing activities: Welcome Back signs for a favorite volunteer, a Get Well card for a sick friend, Thank You note for the parent who made banana bread. These are "real" jobs that need to be done.



Alexander, age 4 1/2 years

STEP 9: ACTUAL LETTERS FORMED

(four to six years old)

The sizes vary greatly but letter strokes are generally correct. Some letters may be backward. Letters with diagonals (V or W) may start with an up and down stroke.

Nicole (Nikki), age 5 years

HOW YOU CAN HELP:

- ▲ Roll modeling clay out on the table surface. Trace letters lightly on the clay. Have the child trace the letter using the correct hand grip and sequence of strokes.
- ▲ Remember to be a model yourself by writing lists and notes during the day.
- ▲ Set up mailboxes and encourage children to write messages to each other. Children learn to write by writing. Develop a program where writing is valued and children share their efforts with the rest of the group. Try having an "author's chair, where a published author sits as she shares her work.
- ▲ Give children letter stamps and a stamp pad. Some children will want to try to write the letters they have stamped.
- ▲ Create a "writing suitcase," filled with writing materials such as stationery and blank books to send home.
- ▲ Have children roll play dough logs and form them into letters.

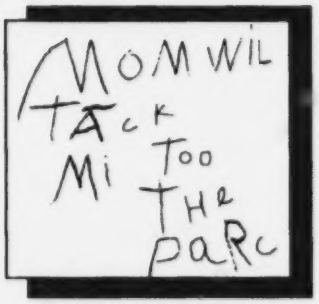
This month at www.familytlc.net

- **TWO'S:**
  Movement: Finger Tricks
  Crafts: A Fingerpaint Rainbow in the Bathtub
- **3 TO 4'S: Crafts:**
  Books You Write Together
- **5 TO 7'S Game:** Spell and Move

AFTER-SCHOOLER IDEAS: More Steps and Ages

STEP 10: INVENTED SPELLING *(four to eight years old)*

Children begin to write down real words. Some children write one letter for each syllable they hear in the word. Others stick to the basics, including only the most "important" letters (hs for house). Others may also write long words for large objects and short words for small things. Each child creates her own writing system.



Hillary, age 5 1/2 years

HOW YOU CAN HELP:

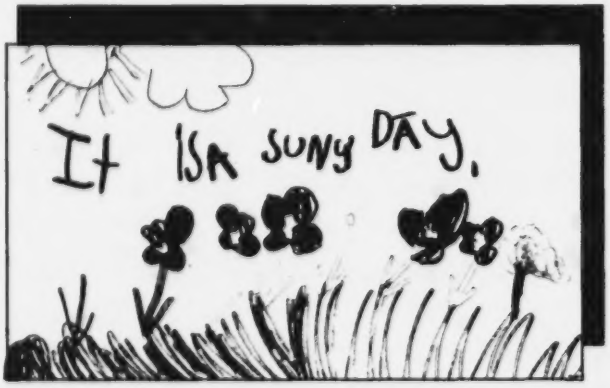
- ▲ Give journals to children so they can write down their thoughts.
- ▲ Set up math activities and science experiments where children must record their findings.
- ▲ Read books that show how important writing is such as: *A Letter to Amy* by Ezra Jack Keats (Harper) and *The Jolly Postman* by Allan Ahlberg (Little, Brown).
- ▲ Include writing activities in holiday planning, invitations, and notes home.
- ▲ Bind stories into books, with decorative pages from wallpaper samplers for the cover.
- ▲ Develop group projects where each child contributes one page. Bind the book and then send it home with a child each night.

STEP 11: TRADITIONAL WRITING *(five to eight years old)*

Finally children know enough of the language and the sound system and the writing process to express their thoughts with traditional spelling, grammar and punctuation.

HOW YOU CAN HELP:

- ▲ Read interesting stories and have children respond in writing—exploring characters, plots, and feelings.
- ▲ Plastic letters are easy to move around until the word "looks right."
- ▲ Encourage story writing by typing out the story and printing a hard copy. The results are quite impressive.
- ▲ Teach the child how to use the keyboard and then how to write on the computer.



Hillary, age 6 years

Ideas: Susan Entz
Art: Catherine Minor, Debby Dixler

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COOK WITH PAPER—IT'S MATH!

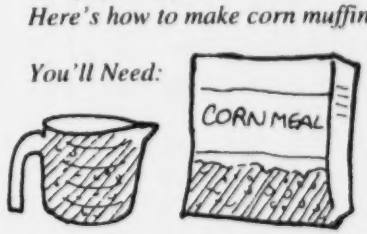
CORN MUFFINS

(This recipe makes 8 muffins.)

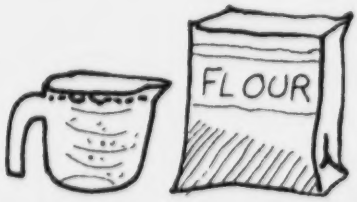
All cooking experiences are related to math as children help you measure ingredients, follow directions, bake at special temperatures, and cut foods into special shapes, and divide them into portions. Show children how you can cook with paper. This might include making cupcakes with a cake mix and baking them in paper cups or heating garlic bread in a paper bag.

Ears of corn wrapped in waxed paper cook very well in a microwave oven. Corn pops well in a microwave in a paper bag.
Here's how to make corn muffins.

You'll Need:



1 cup cornmeal



1 cup flour

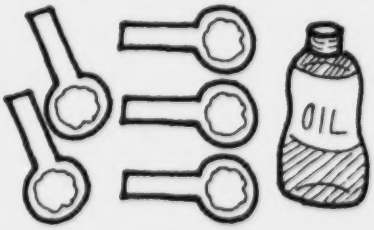
1/2 tsp. salt

2 Tbsp. sugar

1 tsp. baking powder

1/2 tsp. baking soda

1 1/2 cup milk



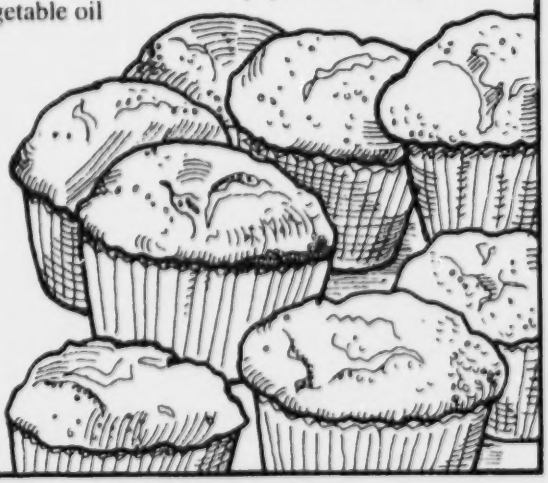
5 Tbsp. vegetable oil

paper muffin cups

What to Do:

1. Preheat the oven to 350° F.
2. In a large mixing bowl, let children mix together all of the dry ingredients.
3. In a small mixing bowl, let them mix together milk and oil.
4. Add milk mixture to dry ingredients and blend together just until the batter is moist.
5. Have children put paper muffin cups in each muffin tin.
6. Pour batter into the tins and put the muffins in the oven. Bake for 15 to 20 minutes.

CACFP = Bread/Alternate

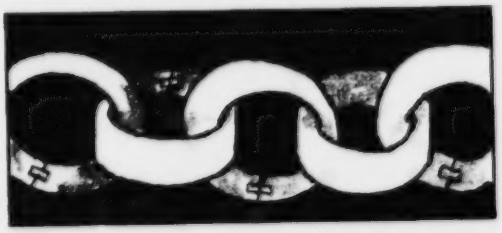


IN THE BOOK CORNER:

- *What Comes in 2's, 3's, and 4's* by Suzanne Aker (Pearson)
- *Ten Black Dots* by Donald Crews (Scott Foresman)
- *How Many Feet in the Bed?* by Diane Johnston Hamm (Aladdin)
- *How Big Is a Foot?* by Rolf Myller (Random House)
- *Shapes, Shapes, Shapes* by Tana Hoban (Scott Foresman)

This month at www.familytlc.net

- **TWO'S Crafts:** Decorate with Paper Chains
- **3 TO 4'S Crafts:** Imagination Paper
- **5 TO 7'S Science:** Paper Plate Clock
  Game: Moving with Number Cones

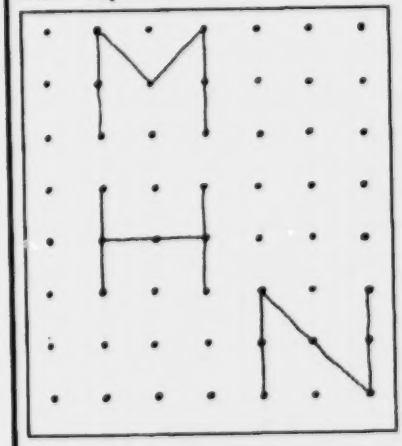


AFTER-SCHOOLER IDEA: Connect the Dots

Prepare an 8 1/2 inch by 11 inch piece of paper with a dotted grid all across it. The dots should be placed 1 inch apart along the top and down the sides. Extend the dot grid so it covers the whole page. Make many copies of this grid and give it to school-age children to use for some of the following activities.

● **Geometric Figures** Connect dots to each other to form the basic shapes. Example: four dots make a square or rectangle and three dots make a triangle.

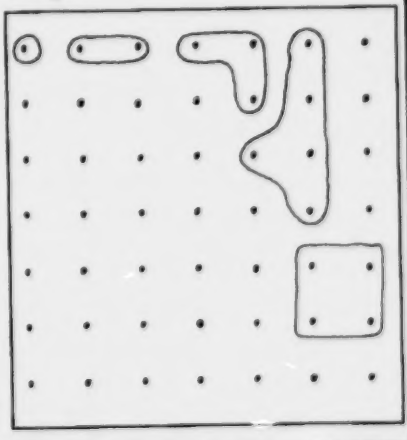
● **Letters** Connect the dots to make capital letters.



● **Sprouting Dots** Use one dot as the center of a flower and let children draw loops out and back into the dot so it resembles a petal on a flower.

● **Dot-to-Dot** Two people play this game on one grid. One child connects two dots; then the next child connects two dots. The object is to connect the last two dots that form a box. When a player does this, he puts his initial in the box and takes another turn. Just continue connecting one dot to another and forming boxes until the grid is all used up. The child who has placed his initial in the most boxes is the winner.

● **Dot Count** Using the dot grid, the child first circles one dot. Then he circles two dots anywhere on the page and continues, circling three dots, then four, and so on, until there are no more dots that are together that can be circles. See how far the child can go.



Ideas: Kathy Faggella

Art: Catherine Minor, Debby Dixler

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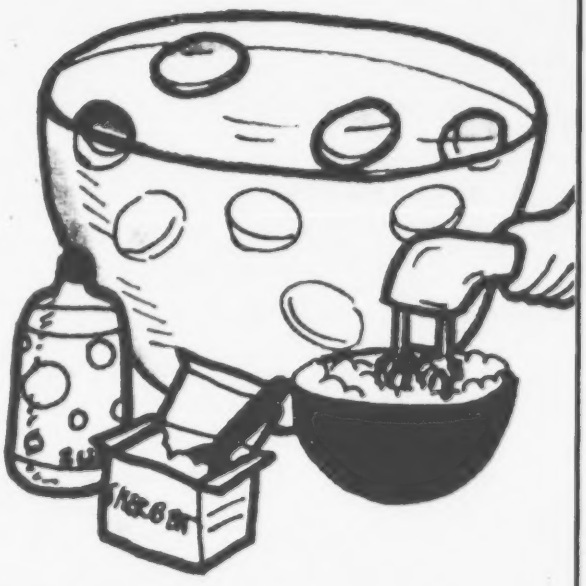
St. Patrick's Day Punch with Gold Pieces

You'll Need: 1/2 gallon lime sherbet ◇ 2 quarts 7-up or Sprite or seltzer ◆ orange juice ◇ empty ice cube trays

What to Do:

1. Pour orange juice into ice cube trays and put in freezer overnight. (To get coin shape, freeze in paper cup and peel away cup before adding to punch.)
2. Let the sherbet soften in the refrigerator for about 1 to 2 hours before preparing.
3. Mix sherbet and soda in punch bowl or large mixing bowl with a hand mixer on medium speed until well blended or you can use an egg beater.
4. Add ice cubes made of orange juice—these are the pieces of gold!

CACFP=NonCreditable



Irish fruit bread

You'll Need: 2 cups flour ◇ 1 tsp. salt ◆ 1 tsp. cream of Tartar ◇ 1 tsp. baking soda ◆ buttermilk ◇ 1/8 of a stick butter ◆ 1/8 cup sugar ◇ 1/4 cup raisins or other dried fruit chopped up

What to Do:

1. Combine flour, salt, cream of Tartar and baking soda, using a sieve if you have one.
2. Rub in the butter with your fingertips to soften. Add to flour mixture.
3. Add the sugar and raisins; mix well.
4. Mix in a small amount of buttermilk to form a wet dough—the amount is about half a cup of buttermilk. You should be able to pick up and handle the dough, but it should also be pretty damp and stretch easily.
5. Dust a counter top with flour. Let children knead the dough.
6. Then help them form the dough into an oval shape a couple of inches high. Roll the dough in flour and place it in a floured baking pan.
7. Flatten the dough in the pan to about 1 1/2 inch thickness with your hands.
8. Bake for half an hour at 350° F. Check that the center is cooked with a toothpick before you take it out.

CACFP Credit = Bread/Alternate

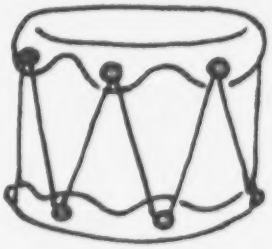
IN THE BOOK CORNER:

- *Leprechaun Gold* by Teresa Bateman (Holiday House)
- *Tim O'Toole and the Wee Folk* by Gerald McDermott (Puffin)
- *St. Patrick's Day in the Morning* by Jan Brett (Ticknor & Fields)
- *Jamie O'Rourke and the Big Potato* by Tomie dePaola (Paper Star)

This month at www.familytlc.net

▲ **TODDLERS**
Music: The Tapping game

▲ **3 AND 4'S**
Games: A Rhyme of Colors
My Body Rhyme
Music: Beat It!



INFANT CARE: They Love Rhythm and Rhyme

Young babies spend a lot of time sitting in your lap or resting in your arms. Songs and rhymes are a wonderful way to share this time together. Babies love for you to repeat the same rhymes over and over. Remember that the youngest baby hears everything you say and sing. These early experiences are the foundation for later language learning. Here are some old favorites:

- Itsy-Bitsy Spider
- Ten Little Fingers and Toes
- Pat a Cake
- On the Way to Boston

Rhymes work well for routines, especially where the baby has to wait.

Sitting in my high chair, big chair, my chair,
Sitting in my high chair, banging my spoon.
(Show baby how to bang spoon against pie tin.)
Sitting in my high chair, big chair, my chair,
Sitting in my high chair, feed me soon!

Here's a rhyme that will keep a baby engaged while you are changing her diaper.

Zip, zap, zip, off it goes.
I see you without any clothes.
Zip, zap, zip, what do I see?
On goes your diaper,
One, two, three!

Ideas: Jeannine Perez
Art: Debby Dixler, Nina Woldin

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PITA BREAD

(This recipe makes 12 pita breads.)

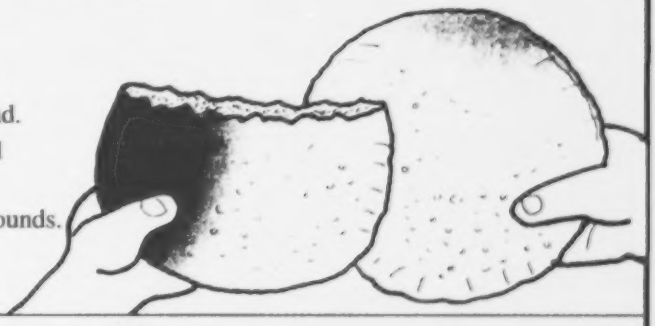
Pita bread, also called "pocket bread," is a round Middle Eastern flatbread made of whole wheat or white flour. Each pita is split forming a pocket, and a variety of ingredients are used for filling. Pita bread is either served with meals, as a dipper for appetizers, or eaten like a sandwich. Make homemade pita bread and serve with hummus.

You'll Need: 1 pkg. dry yeast ● 1/2 tsp. honey ● 1 tsp. salt ● 2 tsp. vegetable oil ● 3 1/2 - 4 cups flour ● 1 1/4 cups warm water

What to Do:

1. Preheat the oven and baking sheet to 450° F. The baking sheet is going to be hot!
2. Let children combine 1-1/2 cups of flour and yeast in a bowl. Add water, salt, oil, and honey.
3. On a floured cutting board, show children how to knead the dough. Let them do this for 5 minutes.
4. Cover and let dough rise for 45 minutes.
5. Invite children to divide the dough into 12 balls. With a rolling pin, roll each ball into a 5-inch round.
6. Place 3 rounds on the baking sheet in the oven and bake for 5 minutes or until puffy.
7. Cool and then slice in half. Continue to bake the rounds.

CACFP credit=Bread/Alternate



HOMEMADE HUMMUS

Chickpeas are a buff-colored legume. They are sometimes called garbanzo beans or ceci. They are firm in texture with a mild, nut-like flavor. Chickpeas are widely used in Mediterranean, Middle Eastern, and Indian cooking. Use chickpeas to make hummus, a very tasty Middle Eastern sauce. Serve with pita chips or serve as a lovely side dip.

You'll Need: 1 large can of chick peas 16-19 ounces (oz) ● 1/4 cup tahini (sesame paste found in the international section of the supermarket) ● 2 cloves of garlic ● 1/4 cup lemon juice ● salt and pepper

What to Do:

1. Help children put all ingredients in the blender.
2. Blend until the mixture is smooth.
3. Add salt and pepper if you wish.

CACFP credit=Meat/Alternate

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BOOK CORNER: IN THE

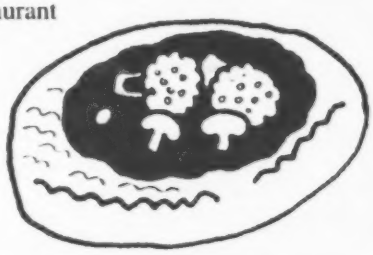
- *Dim Sum for Everyone* by Grace Lin (Knopf)
- *Froggy Eats Out* by Jonathan London (Viking)
- *Friday Night at Hodges Cafe* by Tim Egan (Houghton Mifflin)
- *Fast Food! Gulp! Gulp!* by Bernard Waber (Houghton Mifflin)
- *The Moon and Riddles Diner and the Sunnyside Cafe* by Nancy Willard (Harcourt)

This month at www.familytlc.net

TWO'S Spring: Visit a Restaurant

3 TO 4'S
Game:
Fun at the "Home" Restaurant

5 TO 7'S
Game: Restaurant Play
Cooking: Veggie Pizza



INFANT CARE: Fast Food Toy

If you take a baby with you to a fast food restaurant, it can be a great learning experience for him. The many new sights, sounds, smells and even tastes will all be interesting. Most restaurants have high chairs for babies to sit in while you take your tour.

You can make a simple toy for the baby to play with as your older children learn about the restaurant. Take the lids from several drinking cups of the same size. Thread the lids through a straw leaving space between each one.

Show the baby how to take the lids off the straw and put them on again. You might want to share this toy with babies' parents. This simple game will keep the baby busy while they enjoy their meal.

Ideas: Jeannine Perez

Art: Debby Dixler

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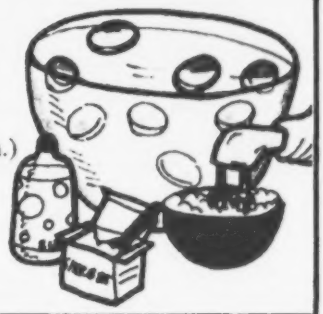
Everyday TLC
TEACHING LEARNING CARING
PARENTS & KIDS TOGETHER

MARCH RECIPES

St. Patrick's Day Punch with Gold Pieces

You'll Need: 1/2 gallon lime sherbet ◆ 2 quarts 7-up or Sprite or seltzer ◆ orange juice ◇ empty ice cube trays

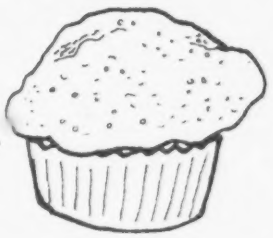


What to Do:

1. Pour orange juice into ice cube trays and put in freezer overnight. (To get coin shape, freeze in paper cup and peel away cup before adding to punch.)
2. Let the sherbet soften in the refrigerator for about 1 to 2 hours before preparing.
3. Mix sherbet & soda in punch bowl or large mixing bowl with a hand mixer on medium speed until well blended or you can use an egg beater.
4. Add ice cubes made of orange juice—these are the pieces of gold!

CORN MUFFINS

You'll Need: 1 cup cornmeal ◆ 1 cup flour ◆ 1/2 tsp. salt ◆ 2 Tbsp. sugar ◆ 1 1/2 cup milk ◆ 1 tsp. baking powder ◆ 1/2 tsp. baking soda ◆ 5 Tbsp. vegetable oil ◆ paper muffin cups



What to Do:

1. Preheat the oven to 350° F.
2. In a large mixing bowl, let your child mix together all of the dry ingredients.
3. In a small mixing bowl, let him mix together milk and oil.
4. Add milk mixture to dry ingredients and blend together just until the batter is moist.
5. Have your child put paper muffin cups in muffin tin.
6. Pour batter into the tin and put the muffins in the oven. Bake for 15 to 20 minutes. *(This recipe makes 8 muffins.)*

HOMEMADE HUMMUS

Use chickpeas to make hummus, a very tasty Middle Eastern sauce. Serve with pita chips or serve as a lovely side dip.

You'll Need: 1 large can of chick peas 16-19 ounces ◆ 1/4 cup tahini (sesame paste found in the international section of the supermarket) ◆ 2 cloves of garlic ◆ 1/4 cup lemon juice ◆ salt and pepper

What to Do:

1. Help your child put all ingredients in the blender and blend until the mixture is smooth.
2. Add salt and pepper, if you wish.

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Ideas , Kathy Faggella
Art: Nina Woldin Debby Dixler
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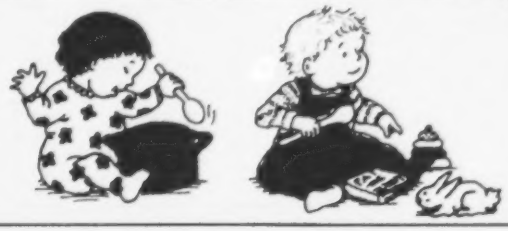
PLANS FOR MARCH

Activity	Week of March 3	Week of March 10	Week of March 17	Week of March 24
Circle Time				
Free Choice				
Learning Centers				
Creative Art Activity				
After-Schoolers				
Prep Work				

3-DIGIT 618
KAREN SMITH
ERIC/EECE UNIV OF IL
51 GRETY DR
CHAMPAIGN IL 61820

Everyday TLC
TEACHING LEARNING CARING



April 2003

For People Who Care for Young Children

ANSWER THE SURGEON GENERAL'S CALL:

The Surgeon General of the United States has sent out a call to action to prevent and decrease overweight and obesity in young children. The Cooking Up Learning series offers you comprehensive, age-appropriate, and easy-to-use booklets on early childhood nutrition and cooking full of tested and proven activities that can be used in any program.

Cooking Up Learning was developed by the authors of *Everyday TLC* in response to request from USDA food program sponsors for a low-cost nutrition training option.

Taught early, children are more apt to choose nutritionally sound foods if they understand the role of food in good health. This is especially important today with the volumes of different food available. Healthy nutrition is most effectively taught to young children through engaging hands-on activities. Of course, in order to teach children the importance of good nutrition, we must first start with those responsible for their care—parents and childcare providers.

The *Cooking Up Learning* series consist of three booklets:

Cooking Up Stories—Uses children's love of books and cooking to teach and discuss good nutrition.

Cooking Up Concepts—Teaches good nutrition and cooking through cooking experiences based on early childhood learning themes such as colors, shapes, all-about-me, and animals.

Cooking Up Health— Offers suggestions to bring healthy eating and fun physical activity into a child's daily routines.

LEARN-AT-HOME TRAINING

There is a training section in each booklet that may be used to satisfy USDA requirements for provider nutrition training.

THIS MONTH IN *EVERYDAY TLC*

- Learning about Tools
- Make It a Game
- Bunnies, Baskets and Matzah Brie
- Art from Spring Cleaning
- Healthy Cooking

NO LEARN-AT-HOME TRAINING THIS MONTH

The tests are reviewed by each USDA food program sponsor for credit hours. Please check with your local USDA food program sponsor for details.

Visit our website at www.cookinguplearning.com to learn more about the *Cooking Up Learning* series.

PRICING

Set of three booklets	$7.95
10 or more sets of 3	$5.95/each

If you are part of a food program or association and interested in 100 or more copies of the *Cooking Up Learning Series,* please call 1-800-677-6664 for low bulk rates.

Call 1-800-677-6644 today to order your *Cooking Up Learning* set or mail your check to *Everyday TLC*, Box 180, Wilmington, NC 28402.

"Cooking Up Stories *has proved to be an invaluable training tool for our providers and our agency. It is exciting to have providers call and thank us for such a valuable resource."*

—Nancy LaFrance, Nutrition Education and Child Care Food Program.

Volume 9/8 **EVERYDAY TLC** is published monthly by TLC Press at 4 Gracewood Park, Cambridge, MA 02138. (ISSN 1077-5544) One year: $17.95 Foreign rate: $27.00. Second class postage paid at Boston, MA and at additional mailing offices. POSTMASTER: Send address changes to: *EVERYDAY TLC*, P.O. Box 189, Vandalia OH 45377

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Everyday TLC Parents & Kids Together

TEACHING LEARNING CARING

See *Parents & Kids Together* in Spanish at www.everydaytlc.com

BOOKS TO READ

TOOLS

- *Who Uses This?* by Margaret Miller (Greenwillow)
- *Tool Book* by Gail Gibbons (Holiday House)
- *The Home Depot Big Book of Tools* by Kimberly Weinberger (Scholastic)

GAMES

- *Peek-A-Moo* by Marie Torres Cimarusti (Dutton)
- *Jumanji* by Chris Van Allsburg (Houghton Mifflin)
- *My First Alphabet Game* (Dorling Kindersley DK)

APRIL HOLIDAYS

- *Five Little Chicks* by Lark Carrier (Harperfestival)
- *Pearl's Passover* by Jane Breskin Zalben (Simon & Schuster)

SPRING CLEANING

- *Poppleton in Spring* by Cynthia Rylant (Scholastic)
- *Mouse Cleaning* by Rose-Marie Provencher (Henry Holt)

HEALTHY EATING

- *Growing Vegetable Soup* by Lois Ehlert (Voyager)
- *The Little Red Hen* by Byron Barton (Harpercollins)
- *Stone Soup* by Marcia Brown (Scott Foresman)

HEALTHY EATING

The Surgeon General has called parents and people who work with young children to help prevent and decrease overweight and obesity in young children. We can influence children to eat well and develop healthy bodies that work well. By serving healthy foods in sensible portions and teaching your children about making good choices around diet, you will help them develop lifelong habits.

Would you put dirt in your car instead of gas? Of course not. You put fuel in your car to make it go. In the same way, we put food in our bodies to make them work well. If we put dirt in our cars, we wouldn't expect them to work well and go. Why then do we put food in our bodies that doesn't help them work well?

Here are some general Do's and Don't's.

- Praise your child for every effort and success, no matter how small or simple it may be.
- Offer foods that are low in fat, calories, and added sugars. These include: fruits, vegetables, whole grains, and low-fat or nonfat dairy foods in reasonable portion sizes.
- Do not use food as a reward or punishment .
- Do not insist that your child clean his plate.

This month at www.familytlc.net

▲ TODDLERS
Game: Let's Pretend

△ TWO'S:
Nature: Spring Flowers Walk

▲ THREES AND FOUR
Art: A Spring Bonnet

△ FIVE TO SEVEN YEAR OLDS:
Game: I'm Thinking of a Tool

▲ EIGHT TO NINE YEAR OLDS:
Science: Hand Garden

△ PRETEENS:
Cooking:
Easter Celebration Bread

Become a member of Familytlc.net. That way, we will send you timely articles and activities for you and your child(ren) every month! And if you become a Familytlc Friend and help us improve the web site by filling out occasional questionnaires, we will send you an autographed parenting book.

IT'S FREE AND EASY!
Just go to the top of the home page and enter your e-mail address.

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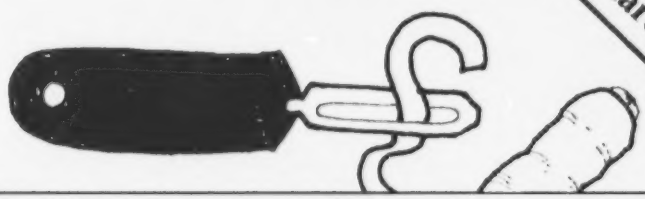
TEACHING LEARNING CARING



Week One
March 31, 2003

For People Who Care for Young Children

MRS. O'TOOL'S BAG OF TOOLS

Children always enjoy adventure stories. This story combines adventure with a guessing game. As you read the story, have children guess what tool should be used from the ones you have assembled. Pause in your reading to give children time to look at each tool and think of one that might work.

You'll Need: a canvas bag
○ magnifying glass ○ pencil
○ magnet ○ paper ○ ball of string
○ nail ○ flashlight ○ straw
○ newspaper ○ key ○ toothbrush

In a little town, somewhere near here, lives a clever secret agent named, Mrs. O'Tool. She and her dog, Snips, have helped the police by catching enemy agents and spies for many years now.

Mrs. O'Tool is not the usual type of secret agent. She looks a little like your grandmother. She carries a knitting bag. In her bag is her knitting, of course, but she also has a few special "tools." She has a pencil, paper, a nail, a straw, a toothbrush, a magnifying glass, a magnet, a ball of string, and a flashlight. Now, you might not think of these things as tools, but Mrs. O'Tool does.

Well, let me tell you what happened not long ago.

It was suppertime. Snips had run outside to get the evening newspaper. As Snips gave the newspaper to Mrs. O'Tool, a piece of paper fell out of it. A strange message was written on the paper. It said, *"The old Mason Mansion at 10:00 tonight."* Mrs. O'Tool knew that the message was from one of her agent friends. She never saw them, but they always left messages for her, usually in strange places. She knew that something important would be at the Mason Mansion that night. So, Mrs. O'Tool packed her knitting bag, put on her coat, and went out into the dark, cold night. Snips ran a few steps ahead of her. They arrived at the mansion a little before 10:00.

Mrs. O'Tool tried the door handle. It was locked. She peeked through the keyhole and saw that the key was in the lock, but on the inside. If she could get that key, she could unlock the door. She needed to poke something into the keyhole and knock the key out.

Suddenly, she had an idea. She opened her bag and took out (PAUSE for children's help)

THE NAIL!

She poked the nail into the keyhole and pushed out the key. She heard he key fall onto the floor inside. She was able to see the key on the floor when she looked under the door. Now, how could she get that key? Somehow she needed to pull the key under the door to the outside. Suddenly, she had an idea. She reached into her bag and pulled out two things. They were (PAUSE for children's help)

THE MAGNET AND THE STRING!

She tied the string to the magnet. She held on to one end of the string and pushed the magnet under the door. She tugged gently at the string, and the magnet pulled the key. She pulled and out came the magnet with the key attached to it!

Mrs. O'Tool put her tools back into her bag and unlocked the door. It was too dark to see anything, so Mrs. O'Tool opened her bag and took out (PAUSE for children's help)

THE FLASHLIGHT!

Continued on the next page

She flashed it around. The room was empty except for the large fish tank with one big fish in it.. Mrs. O'Tool said to Snips, *"There must be something important here. Let's take a closer look at that fish tank."* She recognized the fish as a man-eating piranha. Next to the fish was a tall metal box just under the water level. The box had some writing on it, but Mrs. O'Tool couldn't read it because it had green fish tank slime all over it. She knew she must get that box, but it was guarded by the mean fish. She could not put her hand into the water. How could she get the box out? All she had to do was get some of the water out of the tank. Suddenly she had an idea. She opened her bag and took out the (PAUSE for children's help)

THE STRAW!

No, Mrs. O'Tool was not going to sip out the water; she was going to use the straw to make a siphon. She put one end of the straw into the water. She sucked on the other end to get the air out of the straw. The water rushed through the straw. She let the water run out onto the floor. Now the fish tank had only half the water. Mrs. O'Tool reached in and grabbed the part of the metal box that was sticking out of the water. She tried to read the message on it, but it was covered with gooky slime. How could she clean if off?

Suddenly she had an idea. She opened her bag and took out (PAUSE for children's help)

THE TOOTHBRUSH!

She brushed away the slime. But, she couldn't read the tiny letters; so she reached into her bag and took out (PAUSE for children's help)

THE MAGNIFYING GLASS!

Now, Mrs. O'Tool could read the message: *"Secret Agents' Code Box.."* So this is what she had come for. But, just at that moment, Snips began to growl.

Someone was coming. Quickly, Mrs. O'Tool slipped the secret code box into her bag. She must find a hiding place. She spotted a door and quietly opened it. It was the cellar door. She stepped down and closed the door just enough so she could peek out. Snips stood near her feet.

Two people entered the room. She could tell they were enemy agents. "Well, this is where we pick up the new code box. We'll need it to send messages to all the other agents. It could be in that fish tank."

"Look," said the other enemy agent, *"it's not here. There's water all over the floor. Someone has taken the secret code box!"*

Then they saw wet footprints and paw prints, leading to a door. The two enemy agents took out their guns and started to walk towards the door.

Mrs. O'Tool knew she was in trouble. She had to stop them. How could she stop them and get their guns? Suddenly she had an idea. She opened her bag and took out (PAUSE for children's help)

THE BALL OF STRING!

Quickly, she tied it around the banister and across the steps. Then she and Snips went down the stairs and hid behind some boxes.

The two enemy agents opened the door and stepped down the first step, but the string caught their feet and down, down they fell.

Mrs. O'Tool grabbed their guns that had fallen to the floor. *"Get up, gentlemen. I've got you covered?"* she said. *"Well, Snips, you must go for the police."*

Mrs. O'Tool had to write a message to the police chief and tell him where she was. She opened her bag and took out (PAUSE for children's help)

THE PENCIL AND PAPER!

She wrote the message, tied it to Snips' collar with a piece of string, and said, *"Go, Snips!"*

After half an hour, Snips came running back with the police chief. His police officers took the enemy agents away. Mrs. O'Tool gave the secret code box to the police chief.

"Well, Mrs. O'Tool, you've done it again, all by yourself."

"Oh, no, Chief, not all by myself. Snips helped and so did my marvelous bag of tools!"

Everyday TLC
TEACHING LEARNING CARING

Week Two
April 7, 2003

For People Who Care for Young Children

MAKE IT A GAME

Games have a special appeal to children and teachers alike. Games can be used to introduce themes and concepts, to sharpen skills, to make transition time easier, to calm children, and just to have fun. With a little imagination, you can turn everyday activities into games. Here are some games for you to try all day long.

THEMES

- For a **spring theme**, gather many different seed packets (two of each kind) and spread them out on a table. Ask one child to choose a packet. Ask another child to find a matching packet. Let each child have a chance to find a match. (Nurseries will often give you packets from last year.)
- To introduce a farm theme, try **the game, Now You See It, Now You Don't**. Place a toy barn and farm animals in front of children on the floor. Point to and name each animal with them. Place a "magic scarf" over the animals and take one away. Lift the scarf and ask children which animal is missing. Encourage them to name the animal and to find the place where it stood. You might ask what sound this animal makes. Continue until all children have had a turn.

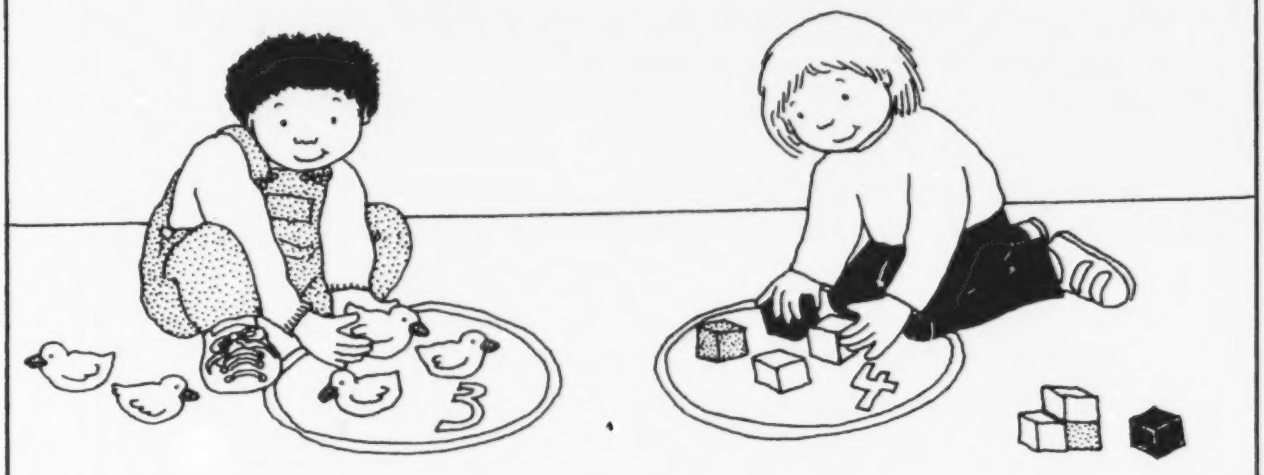
LANGUAGE ARTS

- Many nursery rhymes can be turned into mini plays. **"Little Miss Muffit"** works well for this type of activity. One child sits on a chair pretending to eat while the "spider" comes crawling across the floor on cue to "frighten" her. Miss Muffit runs away. Chant the rhyme as children act it out.
- **"Jack Be Nimble"** is a good jumping game for circle time. Place a short stubby candle in a holder on the floor. Children chant the rhyme while "Jack" jumps over the candle. Stress the word *over* to practice this concept.
- **"Hickory, Dickory, Dock"** can also be used this way. One child, the clock, stands in the center of the circle. As children say the word *mouse*, the "clock" chooses a child who crawls to the "clock" and stands up. Everyone claps their hands on the word *one* and the "mouse" runs back to his place in the circle.

TRANSITION TIME

- Try this game to make it easier to change activities. Give each child a color card when it is time for a change. Ask children to get in line by calling out the names of colors. Have them stand in a line holding their cards up high. See the rainbow of colors! Animal cards also work well.

CONCEPT SHARPENERS



● Colors and patterns can also be made into games. Cut out squares of wallpaper using both solid colors and repeating patterns. Look for plaids and stripes. Let children take turns finding the matching patterns.

OR, try a memory game and turn all the squares face down. Each child turns one card over, trying to remember where the matching card was.

● Another fun game is **Color Jump**. For this game arrange colored carpet squares, colored construction paper, or interlocking mat squares in a large rectangle.

The squares should be large enough for each child to jump on with two feet. Begin by asking one child to jump on all the red squares and then jump out. Vary the color pattern with each child.

● Counting Time is fun to use with a small group of children at circle time. Count children and place the same number of colored blocks (Use only two colors.) in the center. Now count just the boys using one of the same colored blocks for each boy. Do the same for the girls with the other color. Place these blocks side by side with the boys in one line, girls in the other. Ask if there are more boys or girls. The colored blocks make it easier for children to understand one-to-one correspondence.

For a different twist, ask one child to leave the area. Take one block away. How many are left? What happens when that child comes back?

● Use several colors of these same blocks for a sequencing game. Place three blocks, using two colors, in a pattern: red/blue/red. What color comes next? Make different patterns by adding more colors as the children increase their skill.

● Are you working on shapes? Then play Shape, Shape, Find the Shape. Place a shape on the floor. Invite a child to find an object with that same shape and place it on the floor by the shape. Let each child have a turn using different shapes.

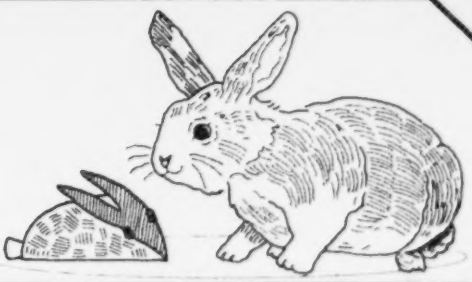
● When it comes to number time try **Number in the Circle**. Make two circles with masking tape on the floor. Place a card with a number in each circle. Ask a child to find the same number of toys as the printed number in each circle.

Place these toys in the correct circle. You might want to substitute colored squares for numbers. Just ask someone to find an object in the room with a matching color.

● Turn Duck, Duck, Goose into a color game. Give a small colored card to the child running around the circle. As that child sits down in the empty spot, she holds the color up for all to name.

● Make color cards from construction paper. Laminate or cover with contact paper to make them durable. Do the same with the wallpaper colors and patterns. Store these in plastic bags so that they are available when you need them.

Everyday TLC
TEACHING LEARNING CARING



Week Three
April 14, 2003

For People Who Care for Young Children

BUNNIES, BASKETS AND MATZAH BRIE

What a week of celebration! Even if your children don't celebrate Easter, they will enjoy making the darling baskets on this page to carry the bunnies on the next page. And they may not celebrate Passover, but they can share in the fun on page 3. This year, everyone is glad that spring is here!

DOILY BASKET

You'll Need: 1 paper doily ○ 1 piece of colored cellophane or construction paper ○ glue ○ ribbon

What to Do:

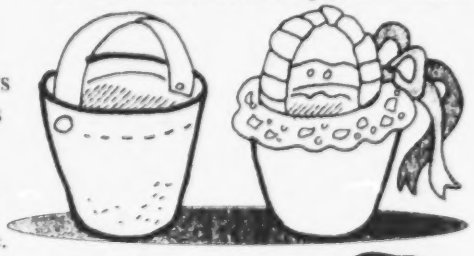
1. Fold the doily in half.
2. Fold pointed edges in towards the center.
3. Unfold edges and turn them inward.
4. Put a piece of cellophane or construction paper inside to line the basket.
5. Glue on a ribbon strip as the handle.

CUP BASKET

You'll Need: foam cup ● scissors ● paper doily ● ribbon ● 2 brass fasteners ● cardboard

What to Do:

1. Cut a handle out of cardboard, 9 inches long by 3/4 inch wide.
2. Slip the handle's edges into the cup and poke a scissor hole through the cup and cardboard.
3. Help children put in a brass fastener on both sides.
4. Cut out the center of the doily. Push it into the cup. Let children bend down the edges of the doily over the edges of the cup.
5. Invite children to decorate the cup with stickers or markers. Help them decorate the handle with ribbon.



WOVEN EASTER BASKET

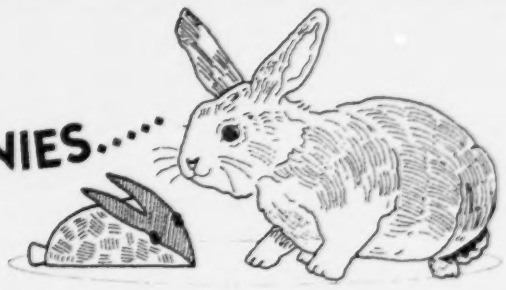
Turn a strawberry basket into a colorful Easter basket—perfect for *sprouting Easter grass* in, collecting Easter eggs, or making a small centerpiece.

You'll Need: 1 strawberry basket ● pipe cleaners for handle ● colored paper strips or ribbon ● scissors ● green paper

What to Do:

1. Show children how to weave strips of paper or ribbon in and out of the holes in the basket. Some children may wish to use both paper and ribbon.
2. They can make the handle out of pipe cleaners, if children wish to.
3. Invite children to tear up green paper to be the "grass."
4. You could even *grow some real Easter grass* in your basket if you line it with plastic wrap and add soil and grass seeds.

AND NOW FOR THE BUNNIES.....

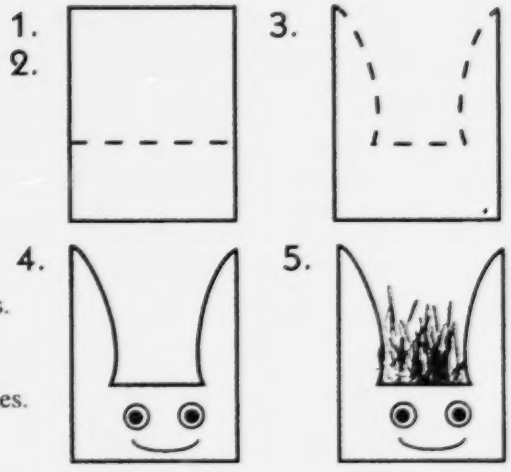


FUNNY BUNNY ENVELOPE

You'll Need: 4 x 6-inch envelope in pastel shade ● pencil ● scissors ● markers

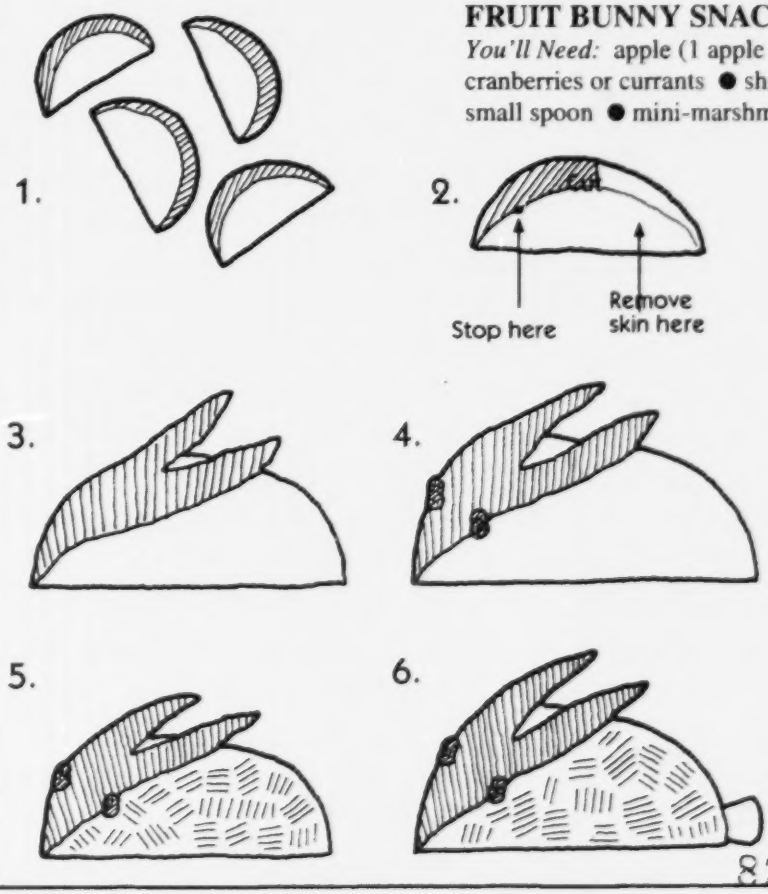
What to Do:

1. Let children lick the envelope shut.
2. Turn the envelope long ways (portrait). Note: Most of the envelope will be ears. Draw a line across the envelope leaving about 2 inches to draw on the bunny face.
3. Help children draw on ears and cut around the ears. This leaves you with a little opening for the grass and eggs.
4. Invite children to draw a bunny face on the lower part of the envelope.
5. Fill opening with pretend grass and an Easter egg or goodies.



FRUIT BUNNY SNACK

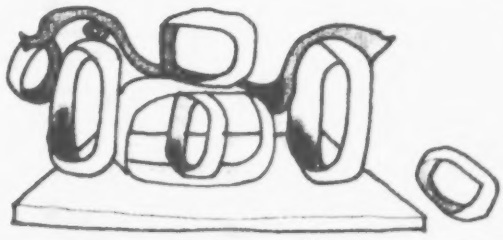
You'll Need: apple (1 apple makes 4 bunnies) ● raisins or dried cranberries or currants ● shredded coconut ● kitchen brush or small spoon ● mini-marshmallows ● peanut butter ● kitchen knife



What to Do:

1. Core apple and cut it into quarters. Invite children to count the apple slices.
2. Place one apple wedge skin side up on a flat surface and run the knife blade under the skin from one point to within 1/2 inch of the other point.
3. Remove about 1/2 of the loosened skin and shape the attached piece into two bunny ears.
4. Let children attach raisin eyes below the ears with peanut butter.
5. Invite children to brush peanut butter over the apple (not the skin section). Let them pat on coconut to look like white bunny fur.
6. Encourage children to use more peanut butter to attach a mini-marshmallow to the tail end of the apple bunny.

Everyday TLC
TEACHING LEARNING CARING



Week Four
April 21, 2003

For People Who Care for Young Children

ART FROM SPRING CLEANING

Spring is an excellent time to clean out closets, drawers, and shelves. With Earth Day this week, it's also an excellent time to show children the value of recycling.

Art tools can be found in those closets, drawers, and shelves. The following activities focus on cleaning cabinets of clutter and recycling what you have on hand.

MAGAZINES & CALENDARS

◆ Make spring collages. Set out old magazines and seed catalogues and ask children to cut out pictures from old magazines to make a giant nature or garden collage on paper, posterboard, or a bulletin board. First let children color or paint in a background. Then when dry, help them cut out flowers, trees, and animals to overlap and fill the foreground. Finally, ask children to take turns describing their paper garden or spring scene.

◆ Let children make a picture in as many shades of spring green as they can find. The collage can become a mosaic of all shapes, sizes, and shades of green.

◆ Make collages on different colored sheets of large-sized construction paper. Put together with ring binders and make one or more giant books with many categories. Look for things that are soft, things that are red, growing things, pictures of the prettiest rooms they can find, beautiful places to visit, things that are funny, scary, or dangerous. Mount the pictures and invite children to describe them to develop language skills. (The ability to expand what has been learned in different settings, and also to be able to explain what was done without doing it is a valuable skill.)

STRING

● Create line shapes. Help children understand the concept that space enclosed by a line becomes a shape, and demonstrate to them that shapes are made with lines. Use long pieces of string or yarn and colored crayons and enough newspaper or scrap paper sheets so that each child can experiment.

First lay down a variety of odd shapes with long pieces of yarn on the floor. Talk about the different shapes that are made and let children take turns creating new shapes. Make up games of stepping and jumping in and out of the large rope shapes, or following them like paths.

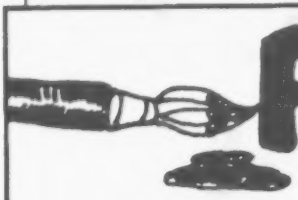
Use a shape as a fence or wall, and fill it with stuffed toys or create a block village inside the shape.

○ Take a piece of paper and draw a line that encloses a space. Divide it into parts and make each a different color. Make several more line shapes and ask for suggestions on filling the spaces with decorations. Look at reproductions of the art of Paul Klee and Joan Miro, and find lines in their work.

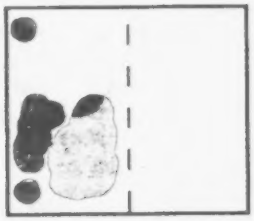
○ Make string stories. Use the same string (about two yards) to help children tell stories with concrete objects as props. Tie collected treasures on the string at intervals until it is full. The objects are characters in stories children tell. Begin by telling them a simple story with actions. STORY: A sparkly rock was walking down a road (step, step, step). On the way he met a blue feather floating in the air. *"How are you?"* he asked. *"I just float around and sniff the flowers. How are you?" "I just roll along, feeling the earth beneath me. Will you travel with me?"* And they went down the road, (step, step) until they met a stick that looked like a Y...and so on.

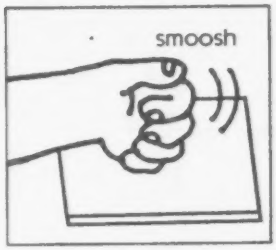
PAINT AND PAPER

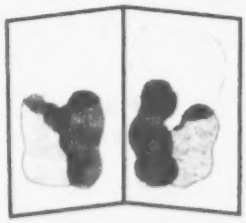
PAINT



(Use up those last drops of paint in jars.)

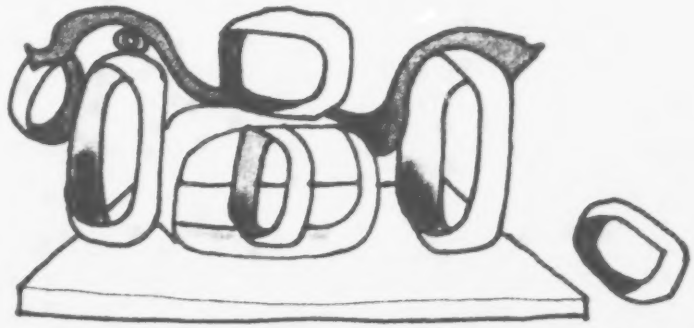






Make **symmetrical smoosh pictures**. This is a basic activity that can be done in many ways. Try this version to show children the magical ways that colors mix and change. Demonstrate to heighten excitement, then help your children make pictures. Be sure they have smocks or aprons on, and that the table is covered with old newspapers. First help your children fold paper in half the short way. Crease and unfold. (This in itself is a skill that sometimes requires help or practice.) Remind them to use only the brush in each color of paint. On one half of the unfolded paper, paint a big yellow shape about the size of your fist. (Put that brush back in the yellow paint pot.) Paint a large red shape with a clean brush. Paint a large blue shape with the blue brush. Then drop several small spots of color on the same half of paper. Say: *"Look at your picture very carefully and remember what it looks like.* Now fold the other half over, and rub it up and down round and round. It helps if you say, *"Abracadabra!"* Very slowly and carefully open your paper. *"How many colors can you see?"* Point out that one side of the paper looks just like the other.

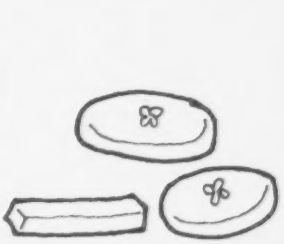
PAPER



● Make a paper strip sculpture. Ask children to help you cut narrow and wide strips of paper from your box of scrap papers. Have ready a sturdy square of cardboard as a base for each sculpture. Show children how to make a sculpture by gluing the ends of a colored paper strip together on the cardboard to make a loop. Glue on another strip. Add more strips in different colors and lengths. Encourage children to use each in a different way. Interlock some and glue others at more than one point. Twist and bend other strips.

● This is a good team or group activity. Divide children into teams or small groups and allow enough time for each to experiment with the materials. Suggest that they hold each strip in place for a minute or two so that the glue can set and dry before adding more loops. When all sculptures are complete, put them on a table or shelf and plan an art gallery open house (with snacks—see page 3).

Everyday TLC
TEACHING LEARNING CARING



Week Five
April 28, 2003

For People Who Care for Young Children

HEALTHY EATING

The Surgeon General has called people who work with young children to help prevent and decrease overweight and obesity in young children. As caregivers to a new generation, we can influence children to eat well and develop healthy bodies that work well. By serving healthy foods in sensible portions and teaching children about making good choices around diet, you will help them develop lifelong habits and attitudes.

Would you put dirt in your car instead of gas? Of course not. You put fuel in your car to make it go. In the same way, we put food in our bodies to make them work well. If we put dirt in our cars, we wouldn't expect them to work well and go. Why then do we put food in our bodies that doesn't help them work well?

Here are some general Do's and Don't's.

- Praise every effort and the success of each child, no matter how small or simple it may be. Your encouragement means a lot to children!
- Offer foods that are low in fat, calories, and added sugars. These include: fruits, vegetables, whole grains, and low-fat or nonfat dairy foods in reasonable portion sizes (See the Portion Chart on page 4.)
- Do not use food as a reward or punishment that can lead to children relying on food for emotional help.
- Do not insist that children clean their plates.

Make a Mystery Can

This is an activity that teaches children which foods are fruits and which are vegetables and will help to teach them the names of these healthy foods.

Place a fruit or vegetable in the bottom of a one-pound coffee can. (Apples, oranges, bananas, potatoes, green peppers, zucchini, and onions are all good mystery can foods.)

Cover the can by stretching a sock over the top. Have children reach through the sock into the can. They must try to think of the name of the fruit or vegetable which is inside the mystery can by feeling it. They should keep the name a secret until all of the children have had a chance to feel it.

Before giving the name of the fruit or vegetable, ask children questions such as: *What color do you think it is? Did it feel rough or smooth? Is it round or long? Does it have a skin?*

Let children take turns opening the can and showing everyone the mystery food. How many guessed right?

FRUITS AND VEGGIES

FRUIT TREE

Show pictures of orchards or fruit growing on trees. Show apples, oranges, or other fruits that grow on or come from trees. Then teach children the following rhyme:

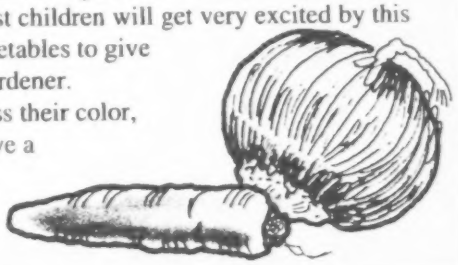
Way up high in the (apple) tree
(raise hands high above head, index fingers and thumbs making a circle)
Two little (apples) smiled at me.
(smile)
I shook that tree as hard as I could, (shake arms)
And down came the (apples)
(drop one arm to knee, then drop the other)
Mm...Mm...Mm... were they good! (rub stomach)

THE VEGGIE UNDERGROUND

We eat different parts of vegetable plants. When we eat broccoli, cauliflower, and artichokes, we are eating the flower. With spinach, lettuce, and mustard greens, we are eating the leaves. Vegetables such as carrots, potatoes, and onions are roots. This activity introduces children to root vegetables and shows them that root vegetables grow underground.

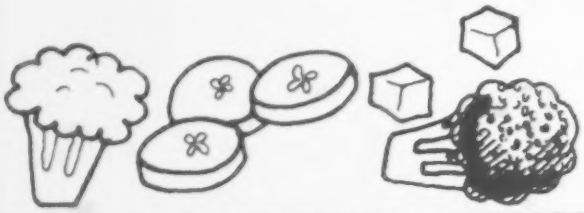
What to Do:

1. Buy root vegetables such as carrots, radishes, green onions, turnips or beets, with the greens still attached.
2. "Plant" the vegetables in a tub or bucket filled with dirt.
3. Gather children around the mini-garden. Have them describe the vegetable tops. Ask if anyone can guess what vegetable is growing under the ground.
4. When everyone has had a chance to guess, ask several to pull up the plants one at a time. Most children will get very excited by this activity, so "replant" the vegetables to give everyone a chance to be a gardener.
5. Wash the vegetables. Discuss their color, shape, and texture. Then have a Veggie Tasting Party.



VEGGIE TASTING PARTY—

- ▲ Cut vegetables into bite-sized portions (broccoli, cauliflower, radish, zucchini and cucumber). Invite children to taste them and describe each one.
- ▲ Make up riddles about each vegetable: taste the one that looks like a white flower (cauliflower); find the little trees (broccoli); taste the red rock (radish); and taste the vegetable wheels (zucchini or cucumber rounds).
- ▲ Invite children to taste the vegetables while holding their noses. Smell is an important part of taste.
- ▲ Serve vegetables with a dip such as Sippy Dippers.

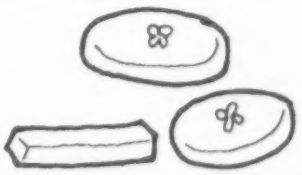


SIPPY DIPPERS

You'll Need: sour cream ◆ low-fat cottage cheese, whipped smooth in a blender ◆ herbs: dill weed, parsley, celery seed, paprika ◆ green onions, finely chopped ◆ raw vegetables for dipping

What to Do:

1. Set out ingredients. Talk about making a dip. Explain that the largest amount in a dip is the sour cream and/or cottage cheese. Warn children that each herb is strong and only a little bit is needed of each.
2. Let children make dips in paper cups.
3. Cover and chill.
4. Serve with raw vegetables.



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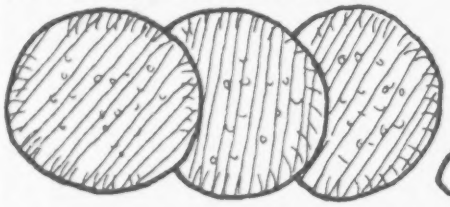
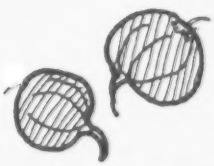
MICROWAVE VEGGIE PITA MELTS

You'll Need (Makes 6 sandwiches):



3 whole-wheat (6-inch) pita pocket breads

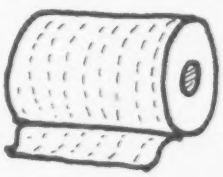
1 cup fresh mushrooms, sliced



2 green onions, sliced

1 medium zucchini, shredded (about 1-1/2 cups)

1/2 cup sweet red pepper strips

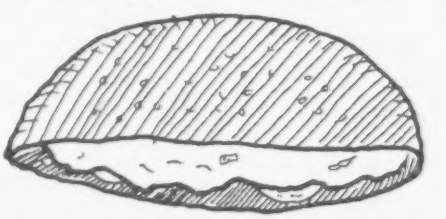


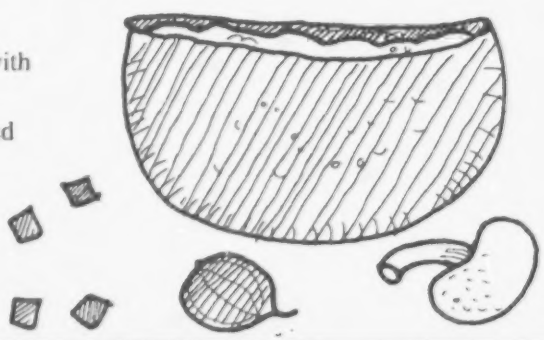
paper towels

3/4 cup low-fat mozzarella or Monterey Jack cheese, shredded

What to Do:

1. Cut each pita bread in half; open each half to form a pocket.
2. Combine mushrooms, zucchini, onions and red pepper.
3. Microwave on high, uncovered, 3 minutes or until just tender, stirring once.
4. Drain. Stir in cheese.
5. Divide filling among breads.
6. Place filled pockets on paper-towel-lined platter; cover with paper towel.
7. Microwave on high 2 to 3 minutes or until filling is heated and cheese starts to melt; turning dish once.





CACFP Credit=Bread/alternate & Fruit/vegetable

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IN THE BOOK CORNER:

- *The Very Hungry Caterpillar* by Eric Carle (Philomel)
- *Growing Vegetable Soup* by Lois Ehlert (Voyager)
- *The Little Red Hen* by Byron Barton (Harpercollins)
- *The Little Red Hen (Makes Pizza)* by Philemon Sturges (Dutton)
- *Stone Soup* by Marcia Brown (Simon & Schuster)

This month at www.familytlc.net

TWO'S: Cooking: A Square Meal

3-4'S:
Cooking: Various Veggies,
Healthy Food Collage
Fruity Clown Faces

5-7'S: Cooking: A Salad to Count On

WHAT IS A PORTION?*

67% of Americans eat everything on their plate, no matter how much food there is. To maintain a healthy weight, know what a portion is and listen to your body's internal cues of hunger and fullness. Keep in mind that most restaurant meals have 55% more calories than home-cooked meals.

Portion	What That Looks Like
4 small cookies	4 casino chips
1.5 ounces cheese	6 dice
1 pancake or waffle	4-inch cd
1 medium apple/orange	baseball
2 tablespoons peanut butter	golf ball
1 small baked potato	computer mouse
1 muffin	1 large egg
1/2 cup fruit, vegetable, cooked cereal, pasta, or rice	small fist
1 teaspoon margarine/butter	thumb tip
3 ounces cooked meat, poultry, or fish	deck of cards
1 tortilla	7-inch plate

* *from the Association for Child Development in accordance with Federal law and United States Department of Agriculture policy*

Ideas: Jeannine Perez

Art: Catherine Minor, Debby Dixler

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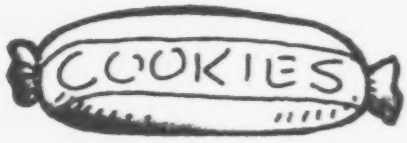
Artistic Cookies

Snack can also be an art lesson. Ask your children to help you make some paintings on cookies.

You'll Need:

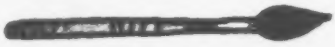
package of vanilla instant pudding



cookie dough

food coloring

plastic knives



paint brushes
(very clean—not
used with paint before)

container with lid—for shaking pudding

What to Do:

1. Have children wash their hands carefully.
2. Prepare a box of vanilla instant pudding mix. Children can help measure ingredients into a container with a lid, then take turns shaking until the pudding is done. Be sure the container is nonbreakable and has a tight-fitting lid. If you can see through the container, children can watch the changes.
3. Store the pudding in the refrigerator to set.
4. Let children slice circles of cookie dough with plastic knives, (Purchased rolls of cookie dough work well,) using fingers to flatten and form the dough into rectangles.
5. Bake cookies as directed and cool.
6. Divide the pudding into small amounts in several small containers, and let children mix in food coloring to make primary colored pudding. You can also mix two food colors to create secondary colors. Ask children to predict what will happen when you mix red and yellow or blue and red.
7. Let children paint their cookie canvases using clean fingers as brushes or using paint brushes which are ver clean and have not been used with paint before.
8. Help them recall and describe the steps taken to make their art cookies. Enjoy the messy snack!

IN THE BOOK CORNER:

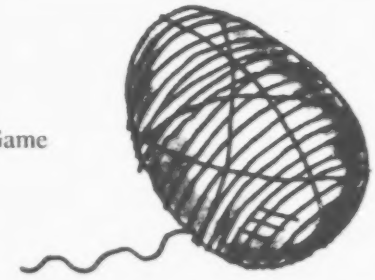
- *Boo Boo and Baa Baa on a Cleaning Spree* by Olof Landstrom (Farrar, Straus, and Giroux)
- *Pigsty* by Mark Teague (Scholastic)
- *Poppleton in Spring* by Cynthia Rylant (Scholastic)
- *Mouse Cleaning* by Rose-Marie Provencher (Henry Holt)

This month at www.familytlc.net

TWO'S
Game: Clean Up Game

3-4'S
Game: Music Box Clean Up Game
Art: String Painting

5-7's
Spring: Spring String Eggs



INFANT CARE: Things to Touch

△ As you are doing your spring cleaning, save items with interesting textures: foil, cotton balls, emery boards, different fabric scraps such as velvet, fake fur, satin, scratchy wool. Glue these items on a large piece of cardboard.

Guide the baby's hand onto each item. Talk to her about what she is touching. It's smooth or bumpy, shiny, soft, and so on.

▲ Find large items as you clean up, (or ask families to look during their spring cleaning) such as throw rugs, carpet or linoleum samples, blankets, silk scarves, lengths of fabric. Put the items on the floor. Crawl around with the baby. Crawl onto the different textures. When you land on each one, talk what you are feeling. Is it smooth, soft, rough? Encourage the baby to feel it with different part of her body. *"How does this feel to your knees?"*

Ideas: Jeannine Perez

Art: Debby Dixler, Nina Woldin

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MATZAH

Matzah, unleavened bread, is a very important symbol of Passover. Tradition tells that the Israelites left Egypt so quickly that there was not even time to wait for their bread dough to rise. To remind us of that, Passover matzah must be very flat, and cannot bake for longer than 18 minutes. Jewish people eat matzah on Passover as a symbol of freedom. Also, many (over 30%) people in America are allergic to yeast products. They eat matzah throughout the year.

Even though you are not going to make matzah with your children, you can tell them how quickly it should be baked, and teach them this action song: (See how fast you can sing and make the motions!)

"The Matzah Making Song" by Lisa Cornell, Suffolk Jewish Preschool (Tune of "Row, Row, Row your Boat")

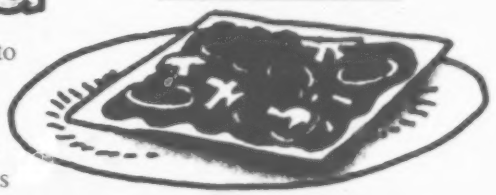
Roll, roll, roll your dough
(one hand palm up, other hand above it, palm down making circular motions).
Make it nice and round (make a circle with fingers).
Make it flat (one hand palm up,slap other hand down on it).
Poke lots of holes
(one hand palm up, with your fingers on the other hand pretend to poke holes in palm up hand),
And bake it till it's brown
(both hand palm up, touching on sides, move forward, as if putting a tray in the oven).

With storebought matzahs, you can make:

Matzah Pizza

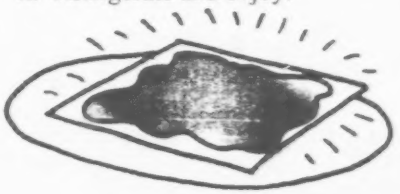
Matzah Pizza CACFP Credit= Bread/ Alternate & one fruit/ vegetable provided the serving size meets the USDA requirements.

Coat matzah with tomato sauce and cheese; then add the veggies of your choice. Put it under the broiler for 5-10 minutes



Chocolate Covered Matzah

Melt 1/2 cup margarine and Tollhouse chocolate chips together. Let children cover the matzah using a spoon to spread it. Refrigerate and enjoy.



Matzah Brei

This is a Passover classic.

You'll Need: 8 matzah sheets ◇ 1 1/2 cups lowfat milk
◇ 2 Tblsp butter or margarine or vegetable oil cooking spray
◇ 6-8 large eggs (or 12 egg whites) ◇ 1/2 tsp. cinnamon

What to Do:

1. Soak matzah slices in hot water until bendable, but not mushy.
2. Invite children to tear matzah into small pieces.
3. Combine milk, eggs, and cinnamon in a large bowl.
4. Let children add matzah to this mixture.
5. Fry matza mixture in hot, buttered frying pan.
6. Serve hot, sprinked with cinnamon/sugar mixture, syrup, or even jam.

Matzah Brei CACFP Credit= Bread/Alternate & Meat/Alternate

IN THE BOOK CORNER:

- *Peter Cottontail* by Karen Lee Schmidt (Grosset and Dunlap)
- *Five Little Chicks* by Lark Carrier (Harperfestival)
- *Easter Parade* by Irving Berlin (Harpercollins)
- *My First Passover* by Tomie De Paola (Putnam)
- *Pearl's Passover* by Jane Breskin Zalben (Simon & Schuster)

This month at www.familytlc.net

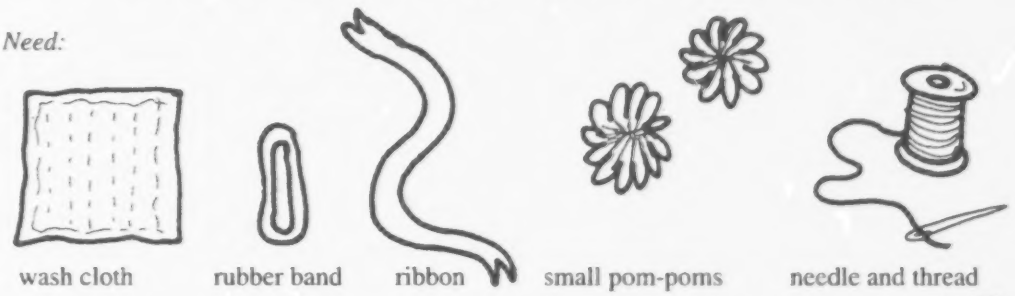
TWO'S
Music: The Bunny Pokey

3-4'S
Art: A Spring Bonnet
Game: Let's Do the Bunny Hoop
Cooking: Bunny in His Burrow

5-7'S
Art: Paper Plate Lacing Basket

INFANT CARE: Wash Cloth Bunnies

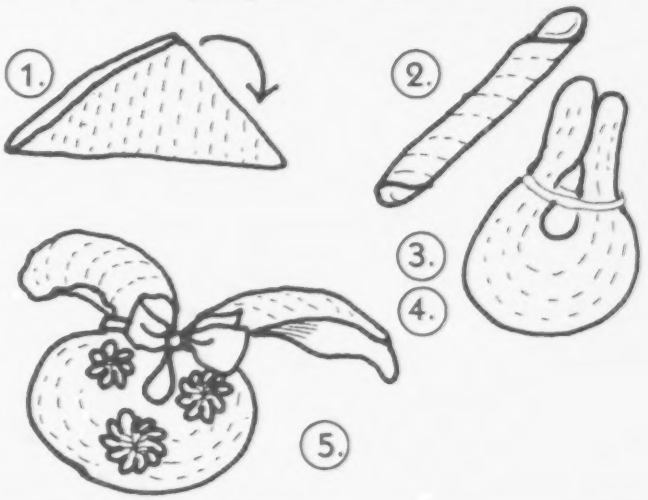
You'll Need:



wash cloth | rubber band | ribbon | small pom-poms | needle and thread

What to Do:

1. Fold washcloth in half to form triangle.
2. Roll wash cloth from small point to long side.
3. Fold rolled wash cloth in half.
4. Fold wash cloth in half again. Fold loose ends back towards fold.
5. Place rubber band around wash cloth 2 inches from fold. Cover rubber band with ribbon.
6. Sew pom-pom eyes and nose onto bunny. (Make sure that the baby does not put these in her mouth.)



Ideas: Jeannine Perez

Art: Debby Dixler, Nina Woldin

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Outside Time

▲ Play **Shadow Tag** having children step on each other's shadow for tagging. Help children become aware of the way shadows change depending on where they stand. Ask: *"Why did your shadow disappear?" "Why does it grow long?" "Why do you have a shadow?"* Encourage children to ask questions.

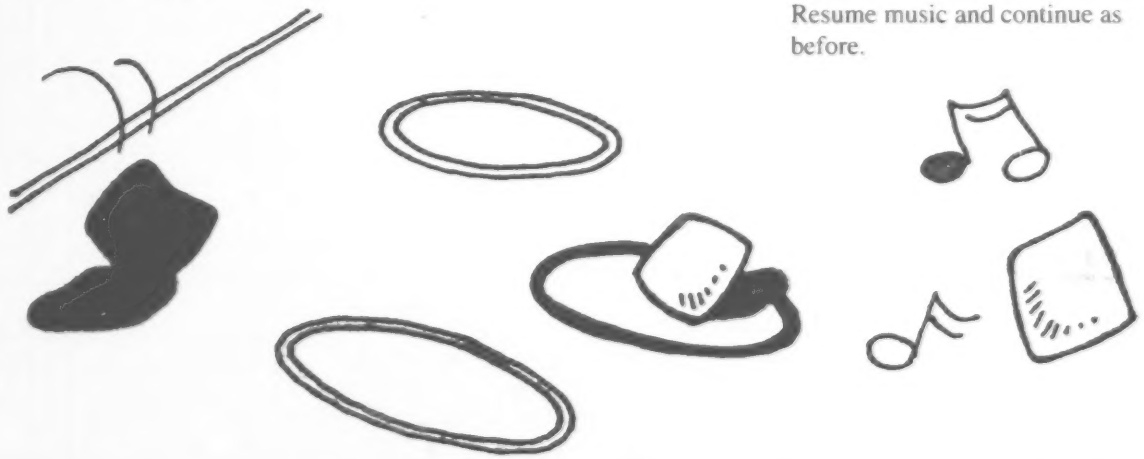
▲ **Bouncing balls** makes throwing and catching more fun and adds to learning too. While children play ball, help them count the number of bounces the ball makes as it goes back and forth. As they become more confident, encourage children to bounce the ball in rhythm.

The simple game of **bean bag toss** helps children learn many things. Try these games; then create your own.

▲ ***Concepts*** Toss the bean bags on numbers, shapes, under and over rope, or between two chairs.

▲ ***Colors*** Toss bean bags into colored hula-hoops or on colored squares.

△ ***Music*** Play a music tape while children pass a bean bag around the circle. When the music stops, the child holds on to the bean bag. Resume music and continue as before.



IN THE BOOK CORNER:

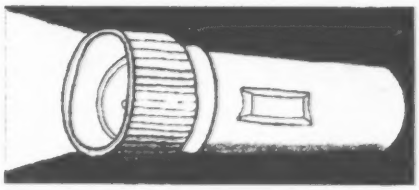
- *Where's Spot?* by Eric Hill (Putnam)
- *Peek-A-Moo* by Marie Torres Cimarusti (Dutton)
- *When I Grow Up: A Story about Animals* by Mary Packard (Reader's Digest)
- *Jumanji* by Chris Van Allsburg (Houghton Mifflin)
- *My First Alphabet Game* (Dorling Kindersley DK)

This month at www.familytlc.net

TODDLERS:
Game: Tube Games

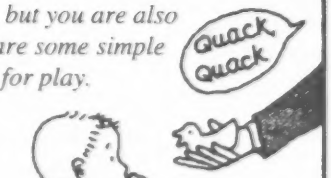
3-4'S
Game:
The Flashlight Game
Egg Carton Counting Game

5-7'S:
Game: Kitchen Reading Game



INFANT CARE: Baby Games

When you play games with babies, you are introducing skills and concepts, but you are also teaching important social skills and bonding with the child. Wow! Here are some simple games that use some of the same props you use with older children for play.



▲ **Farm Animal Fun** Get a set of plastic farm animals. Hold up each animal for the baby, six to nine months old, to see. Then say its name and make its sound. Give the baby the animal , say its name again, and let the baby hold it. While the baby is exploring the toy, make its sound.

With an older baby, sing "Old Macdonald Had a Farm." As you sing each verse about a specific animal, pick up that animal and move it around to the music. Then invite the baby to copy your motions.

▲ **Block Play** Put the baby, 6 to 9 months, in a high chair. Place two blocks in front of the baby. If the baby doesn't pick up the blocks on her own, put them in her hands. Then give a third block to the baby. She will learn to drop one block in order to pick up another. This helps her develop her hand release skills—a very important development!

△ Here is a block game you can play with a baby who is learning to walk. Place a few blocks on the floor. Hold the baby's hand as she walks. When she gets to a block she will have to lift her feet high in order to step over it. Tell her that she is stepping "over" the block. Also try walking around the blocks. Once the baby can step easily over the block, put toys or boxes that are a bit larger down as obstacles.

Ideas: Jeannine Perez
Art: Catherine Minor, Nina Woldin, Debby Dixler

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KITCHEN TOOLS

Just look in a few kitchen drawers, and you're likely to find a wide assortment of very strange and interesting items! Many items are so unusual that they will inspire some wonderfully imaginative responses from children when they are asked what the item might be used for. Many items offer strange shapes to discuss, to use in cooking and even art activities, and to try to describe.

GATHER YOUR TOOLS

First, send home a note asking parents to fish through their kitchen drawers for unusually shaped items or tools with interesting uses. Be sure to remind parents not to send in dangerous or sharp items, Ask that the item be wrapped in paper towels and placed in a bag with the parent's name on it. Ask the parent to fill out some simple information about the tool on an index card (just in case you have "no clue"). The parent could include information such as the name of the item, its use, its proper operation, how to clean it correctly, and what the parent has found as its "additional uses." Provide a big box to collect items. Invite children to decorate the box with odd shapes and pictures of "tools" of all sorts that they cut out of kitchen catalogs or sales flyers.

VOCABULARY BUILDER

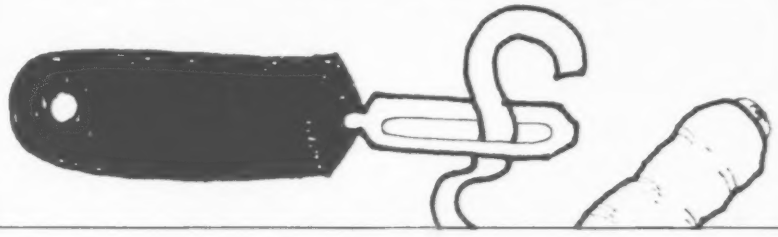
Play simple games where a child secretly chooses one of the items to remove from the box, and the rest of the children look through the box to figure out what is missing or ask questions about the item to get clues about what's missing. Or, the child who chose the item may have to describe it in words to the other children. What a great way to build vocabulary!

INVESTIGATION ACTIVITIES

▲ Take one tool at a time out of the box. Carefully unwrap it, and hold it up for everyone to examine. If it is safe, pass it around so that every child can handle it. Then ask each child to imagine a possible use for this tool.

▲ Make a list of ideas on a big chart (with illustrations, if possible), and let children choose a few of the ideas to "try out." Gather materials needed to try out each idea; then do some "simple experiments" by testing out each idea to see how it works when used in the way children described.

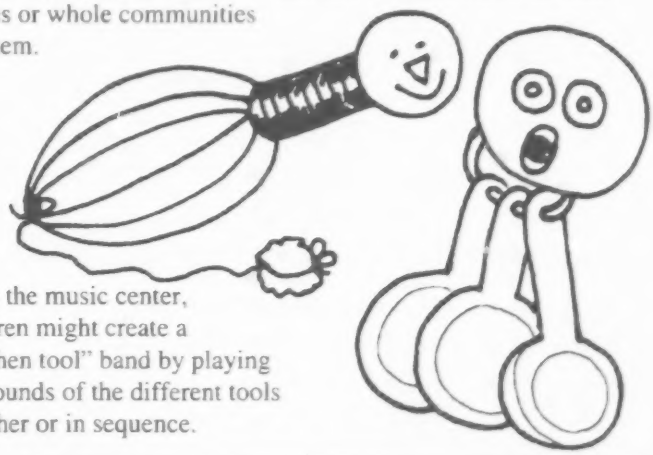
▲ Use tools to prepare snacks such as a hand beater to make instant pudding, a grater to grate cheese, a cheese slicer for cheese and crackers, a can opener for juice, or a peeler to make vegetable curls.



KITCHEN TOOLS THROUGHOUT YOUR PROGRAM

△ It's easy to use the safest tools in pretend play by providing or making aprons and chef's hats.

△ In the block area, turn some safe kitchen tools into "outer space beings" by taping on a head or tail, and invite children to make homes or whole communities for them.



△ In the music center, children might create a "kitchen tool" band by playing the sounds of the different tools together or in sequence.

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IN THE BOOK CORNER:

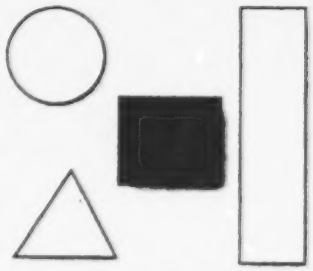
- *Who Uses This?* by Margaret Miller (Greenwillow)
- *Old Macdonald Had a Woodshop* by Lisa Shulman (Putnam)
- *Tool Book* by Gail Gibbons (Holiday House)
- *The Home Depot Big Book of Tools* by Kimberly Weinberger (Scholastic)

This month at www.familytlc.net

TWO'S
Game: Magnetic Shapes

3-4'S
Game: Baker's Toss Game
Kitchen Tools in a Bag
Art: Sew a Number

5-7'S
Game: Create a Kitchen Tool



INFANT CARE: Kitchen Tool for Babies

◆ A baby, 3 to 6 months old in a high chair, will tap, tap, tap if you give him a wooden spoon. Most babies will start tapping on the table right away. Take a wooden spoon yourself and copy his actions. As you tap together, sing a song: *"Tap, tap, tapping. Let's tap together!"*

◆ Once the baby is 6 months old, he will tap a pie plate or pot with the spoon. You will have to show him how at first and even take his hand with the spoon in it and tap, tap, tap. Once he gets the idea, sing a familiar children's song such as *"Twinkle, Twinkle, Little Star"* or *"Are You Sleeping?"* as he taps the metal.

◆ Encourage the baby to tap different items such as a book, newspaper, stuffed animal, the chair, the floor. Talk about the different sounds.

◆ Give the baby two metal spoons and show him how to bang the spoons together.

◆ Give the baby a small pot with a lid. Show him how to put the lid on the pot. Invite him to put small toys and other objects in the pot. Dump them out and he will love doing it again.

◆ Older babies can start using the spoon for its real use. Put a shallow plastic bowl on the table in front of the baby. Put- some ice cubes in the bowl. Put an empty cup next to the bowl. Show the baby how to use a spoon to move the ice cubes from the bowl to the cup.

Ideas: Kathy Faggella, Sherry Burrell
Art: Debby Dixler, Catherine Minor

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Everyday TLC Teaching Learning Caring

Parents & Kids Together

RECIPES FOR HEALTH AND THE HOLIDAYS

MICROWAVE VEGGIE PITA MELT (Makes 6 sandwiches.)

You'll Need: 3 whole-wheat (6-inch) pita pocket breads ◆ 1 cup fresh mushrooms, sliced ◇ 1 medium zucchini, shredded (about 1-1/2 cups) ◆ 2 green onions, sliced ◆ 1/2 cup sweet red pepper strips ◇ 3/4 cup low-fat mozzarella or Monterey Jack cheese, shredded

What to Do:

1. Cut each pita bread in half; open each half to form a pocket.
2. Let your child help combine mushrooms, zucchini, onions and red pepper.
3. Microwave on high, uncovered, 3 minutes or until just tender, stirring once.
4. Drain. Stir in cheese.
5. Divide filling among breads.
6. Place filled pockets on paper-towel-lined platter; cover with paper towel.
7. Microwave on high 2 to 3 minutes or until filling is heated and cheese starts to melt; turning the dish once.

FRUIT BUNNY SNACK

You'll Need: apple (1 apple makes 4 bunnies) ◆ raisins or dried cranberries or currants ◆ shredded coconut ◆ kitchen brush or small spoon ◆ mini-marshmallows ◆ peanut butter ◆ kitchen knife (ADULT USE ONLY)

What to Do:

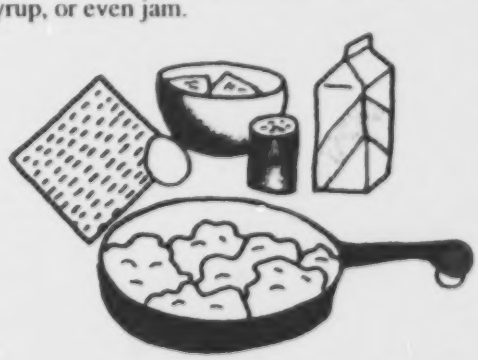
1. Core apple and cut it into quarters. Invite your child to count the apple slices.
2. Place one apple wedge skin side up on a flat surface and run the knife blade under the skin from one point to within 1/2 inch of the other point.
3. Remove about 1/2 of the loosened skin and shape the attached piece into two bunny ears.
4. Let your child attach raisin eyes below the ears with peanut butter.
5. Invite your child to brush peanut butter over the apple (not the skin section). Let her pat on coconut to look like white bunny fur.
6. Encourage your child to use more peanut butter to attach a mini-marshmallow to the tail end of the apple bunny.

MATZAH BREI

You'll Need: 8 matzah sheets ◇ 1 1/2 cups low fat milk ◆ 2 Tblsp. butter or margarine or vegetable oil cooking spray ◇ 6-8 large eggs (or 12 egg whites) ◆ 1/2 tsp. cinnamon

What to Do:

1. Soak matzah slices in hot water until bendable, but not mushy.
2. Invite your child to tear matzah into small pieces.
3. Combine milk, eggs, and cinnamon in a large bowl.
4. Let your child add matzah to this mixture.
5. Fry matzah mixture in hot, buttered frying pan.
6. Serve hot, sprinkled with cinnamon/sugar mixture, syrup, or even jam.



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Ideas: Cynthia Weiner Art: Debby Dixler, Nina Woldin

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PLANS FOR APRIL

Activity	Week of March 31	Week of April 7	Week of April 14	Week of April 21	Week of April 28
Circle Time					
Free Choice					
Learning Centers					
Creative Art Activity					
After-Schoolers					
Prep Work					

SS6 P1 **
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Everyday TLC
TEACHING LEARNING CARING

May 2003

For People Who Care for Young Children

10 WAYS TO SPRING INTO HEALTH

Spring means getting outside and breathing fresh air, exercising, and feeling good!

1. Start by making sure your children know what is "safe and unsafe" by playing games such as a SAFETY SCAVENGER HUNT. For example: find something you should not put in your mouth, find something we should sit on, but not stand on; and so on. (Record children's findings and discuss them later.)

2. Plan a tour of the outside play areas. Turn it into a treasure hunt complete with a numbered picture map! As each play area or piece of equipment is "found," remind children of its proper use and rules.

3. Spring flowers may mean spring sneezes! Teach children how to sneeze into their folded arm at the elbow so that they don't share germs. Make sure that children wash hands after playing in the dirt, and so on.

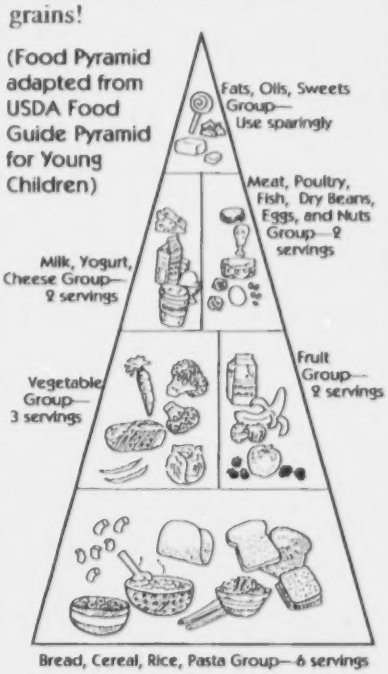
4. Take a "fanny pack" outside to hold tissues, first aid items such as sterile wipes, bandages, bee sting kits, and a list to record children leaving for home from the playground.

5. Active children are healthy children and healthy children are active! Plan activities that require the use of all body parts and help children use a variety of skills such as strength building, endurance, balancing, running, hopping, and swinging.

6. See which fitness skills children need to practice by playing fun games such as Simon Says and Follow the Leader.

7. Now that spring has arrived, review the food pyramid and encourage children to practice a healthy diet. They can create a chart to record the eating of enough fruits, vegetables, and grains!

(Food Pyramid adapted from USDA Food Guide Pyramid for Young Children)


Fats, Oils, Sweets Group—Use sparingly
Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group—2 servings
Milk, Yogurt, Cheese Group—2 servings
Fruit Group—2 servings
Vegetable Group—3 servings
Bread, Cereal, Rice, Pasta Group—6 servings

8. Plant a garden with lots of healthy fruits and vegetables.

9. "A healthy mind in a healthy body" requires the ability to handle stress, solve problems, and choose healthy solutions. Teach relaxation skills and give children lots of chances to develop problem-solving skills. Select activities that use all the senses.

10. And, since most people don't drink enough water, why not let children make personal plastic water bottles or canteens to encourage drinking water regularly—healthy habit.

Learn How to Use *EVERYDAY TLC* Everyday on
www.everydaytlc.com/howtouse.html

THIS MONTH IN *EVERYDAY TLC*

- A Mother's Day Luau
- Garden Basics
- Math and Paper Play
- Circus Play
- Learn-at-Home Training: *Maintaining a Commitment to Professionalism*

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PARENTS & KIDS TOGETHER

See *Parents & Kids Together* in Spanish at www.everydaytlc.com

BOOKS TO READ

HAWAII

- *Hawaii Is a Rainbow* by Stephanie Feeney (U. of Hawaii Press)
- *Luka's Quilt* by Georgia Guback (Greenwillow)
- *Pele and the Rivers of Fire* by Michael Nordenstrom (Bess Press)

CIRCUS FUN

- *If I Ran the Circus* by Dr. Seuss (Random House)
- *See the Circus* by H. A. Rey (Houghton Mifflin)
- *Olivia Saves the Circus* by Ian Falconer (Atheneum)

COLORS AND SHAPES

- *Spot's Big Book of Colors, Shapes and Numbers/El Libro Grande de Spot* by Eric Hill (Putnam)
- *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr. (Henry Holt)

GARDENING

- *My Pop-Up Garden Friends* by Rod Campbell (Little Simon)
- *Gardening Tools* by Inez Snyder (Children's Press)
  Your Backyard by Sally Hewitt (Millbrook Press)
- *Who Is in the Garden?* by Vera Rosenberry (Holiday House)

HOW DOES YOUR GARDEN GROW?

Whether growing vegetables or flowers, working with the earth is great for young children. WHY?

△ They get practical knowledge such as where food comes from BEFORE it hits the grocer's shelves.

△ When they garden, children develop independence and self-esteem.

△ Harvesting fresh vegetables from the garden patch reminds children that we're not completely dependent on others for our food.

△ There are many **science** and **math** concepts children can learn when they help in the garden. They learn about:

◆ effects of weather conditions (rain, sun),

◇ insects and their importance to pollination, pest control;

◆ sizes of seeds and plants and why it is important to space them out;

◇ the parts of a plant and how fast they grow;

◆ which parts of plants can be eaten and which cannot.

△ When you give children child-sized gardening tools, you help them develop eye/hand coordination. Children use up a lot of energy as they rake, weed, plant, stake, mulch, and water.

△ Children develop **language** skills in the garden. As children closely watch plants grow, they'll want to describe what they see. Observing the colors, textures, and smells of a garden gives children lots to talk about. So vocabulary grows.

△ Children improve **literacy** skills, being able to understand and read language, as they find directions on seed packets that explain how to sow, space, thin, and care for plants. The all-important question of *"How long before we get our vegetable or flower?"* will also be answered on seed packets.

This May in www.familytlc.net

- **TODDLERS**
  Spring: Garden Helper
- **TWO'S**
  Cooking: Fruity Clown Faces
- **3-4'S**
  Crafts: Spring Art Blossoms
- **5-7'S**
  Science: Grow It Again Pineapple
- **8-9'S**
  Spring: Vegetable Garden in a Basket

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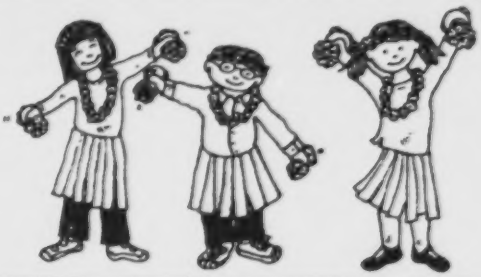


Week One
May 5, 2003

For People Who Care for Young Children

MOTHER'S DAY LUAU

May Day is Lei Day in Hawaii. Celebrate island-style with a colorful week long celebration, ending in special "luau" in honor of Mother's Day (Sunday, May 11) on Friday. Each day, feature a different color as you help children create their costume for the luau and taste colorful snacks with a Hawaiian flavor.

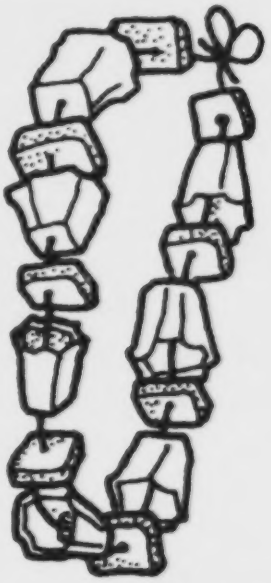
MONDAY: YELLOW

Make YELLOW FLOWER LEIS (two per child—one is for Mom)

You'll Need: egg cartons ○ green markers, paint, crayons ○ yarn ○ yellow paint, crayons, markers ○ sharp scissors (ADULT USE ONLY) ○ tape ○ spray cologne

What to Do:

1. Cut apart the cups from the egg cartons.
2. Invite children to color the cups to resemble yellow flowers. They can use paints, markers, crayons, or even glue on small pieces of tissue paper.
3. Poke a hole in the center of the bottom of each cup.
4. Cut the top of the egg carton into squares for spacing between flowers. Let children color these green.
5. Cut 24-inch lengths of yarn. Tightly wrap tape around one end of the yarn to make a lei needle. Tie a knot in the other end of the yarn.
6. Help children alternate squares and flowers until the yarn is filled. Tie the ends together, add a ribbon bow, and spray with perfume.



Make a PINEAPPLE BOAT: Cut a pineapple in quarters and separate from the shell. Slice and serve in the "boat." Also cut and serve 2-inch pieces of banana with the skin still on to keep the yellow color.

TUESDAY: GREEN

Make a TI LEAF HULA SKIRT

You'll Need: one-inch wide green ribbon ○ glue ○ green crepe paper

What to Do:

1. Cut a length of one-inch wide green ribbon long enough to go around a child's waist.
2. Lay the ribbon flat and show each child how to glue 18 green crepe paper streamers to the ribbon to make a skirt.
3. When the glue has dried, tie the ends of the ribbon around the child's waist. (This is for boys as well as girls!)

Share a MANGO SNACK: Share a green skinned mango with your child

COUNTDOWN TO THE LUAU

WEDNESDAY: RED

Make an ULI (Hawaiian "shaker" used in dances)

You'll Need: empty cardboard canister with plastic lid ◆ pebbles ◆ red paint ◆ cardboard ◆ glue ◆ red tissue paper ◆ tape

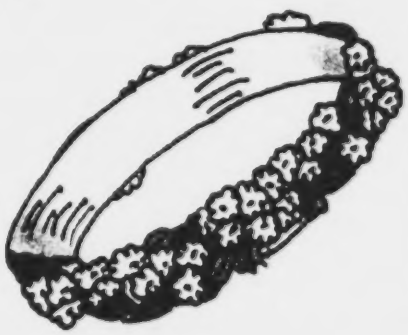
What to Do:

1. Place pebbles in the canister and put on the lid. Tape around the lid to secure tightly.
2. Invite children to paint the canister red. Let dry.
3. Cut out two five-inch cardboard circles for each shaker.
4. Let children tear or cut pieces of tissue paper.
5. Show them how to twist the pieces in the center and dip the twist into glue. Cover one side of the cardboard with twists.
6. Glue the cardboard circles to the ends of the canister. When dry, children have a colorful shaker that makes a wonderful sound.

Enjoy a RED SNACK: Serve red grapes and peeled papaya.

THURSDAY: WHITE

Make a LEI PO'O (Hawaiian Flower Lei Headband)



You'll Need: cardboard or white sweatband for the head ◈ green construction paper ◇ white tissue paper ◇ glue

What to Do:

1. Fit each child with a headband cut from two-inch cardboard or use old sweat headbands.
2. Invite children to tear or cut pieces of green paper to resemble leaves.
3. Let them glue a few construction paper "fern leaves" to the headband.
4. Then show them how to cover the headband with white blossoms, using the same tissue paper twist technique described for the shaker.

Eat a COCONUT SNACK: If possible, buy a whole coconut and drill a hole in it in front of your children so they can see the milk and fresh, white coconut meat. Otherwise, roll a simple drop cookie in shredded coconut or top coconut-flavored pudding with shredded coconut.

FRIDAY: MOTHER'S DAY LUAU

Dress your children in their costumes before the guests arrive. Encourage children to greet Moms with a lei and a hug. Then lead them in the hula. Play the music again so they can pick up their shakers. Have a "luau" after the dancing, featuring some of the foods children sampled during the week.

Everyday TLC
TEACHING LEARNING CARING

Week Two
May 12, 2003

For People Who Care for Young Children

Garden Basics

Whether growing vegetables or flowers, working with the earth is great for young children. Why?

- They get practical knowledge such as where food comes from BEFORE it hits the grocer's shelves.
- When they garden, children develop independence and self-esteem.
- Harvesting fresh veggies from the garden patch reminds children that we're not completely dependent on others for our food.

WHAT CHILDREN LEARN

The pride children feel when contributing fresh food or a blooming centerpiece to a meal bolsters **self-esteem**. Through sharing their bounty with friends in your program (and even their families), they develop a sense of **cooperation, loyalty**, and **responsibility.**

There are many **science** and **math** concepts children can learn when they help in the garden. Here are a few:

- the importance of soil conditions and nutrients,
- effects of weather conditions (rain, sun),
- insects and their importance to pollination; pest control;
- sizes of seeds and plants and why it is important to space them out;
- the parts of a plant and how fast they grow;
- the life cycle of plants;
- which parts of plants can be eaten and which cannot.

When you give children child-sized gardening tools, you help them develop **eye/hand coordination**. Children use up a lot of energy as they rake, weed, till, plant, stake, cultivate, mulch, and water. They can be rough as they hoe to break up dirt clods. And they'll learn to be gentle as they train tiny vine tendrils to wrap around bamboo stakes.

Children develop **language** skills as they garden. As children closely watch plants grow, they'll want to describe what they see. Observing the colors, textures, and smells of a garden gives children lots to talk about. So vocabulary grows. Of course, the names of plants can be just plain pretty (such as Sweet Alyssum) or silly (Beard's Tongue).

Children improve **literacy** skills, being able to understand and read language, as they find directions on seed packets that explain how to sow, space, thin, and care for plants. The all-important question of , *"How long before we get our vegetable or flower?"* will also be answered on seed packets. (Waiting for such lovely rewards teaches children to be patient.)

When children garden cooperatively, they learn how to **problem solve** together as they plan toward a common goal. They assign jobs to some and help others. Team work like that nurtures valuable social skills.

HOW DOES YOUR GARDEN GROW?

Invite grandparents and parents to give everyone hands-on lessons. Their experience will be very helpful and they'll love passing what they know! You can also learn to garden by heading to the library for how-to gardening books. Call your local Cooperative Extension Office, too; they have free resources to share and expert advice from volunteer Master Gardeners.

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GARDENING: EASY AS 1, 2, 3

1. For a vegetable garden, section off a garden plot that gets full sun most of the day. Most flowers do best in full sun, too. It's handy if you place your plot near water; but if that's not possible, you can use long hoses and water cans.

2. If all you have is a shaded garden area, visit a garden nursery to find which flowers grow best in the shade. (Hint: spring wildflowers such as columbine and bluebells, and leafy plants such as hostas and ferns.)

3. With safe and child-sized tools, clear sod from your garden site. Next, till the soil. Break up soil to create a pretty smooth bed for seeds to germinate in.

It's helpful if a parent can bring in a motorized tiller to break soil up. Smaller gardens can be dug up with shovels.

4. Once soil is tilled, have children rake the bed smooth.

5. Vegetables or flowers can now be planted in the raked soil using seeds or small, already potted plants from a nursery. Ask the nursery staff which plants start easily from seed such as marigolds, peas, radishes, lettuce, carrots, and green beans. Other veggies such as tomatoes and green peppers, are best planted from small pots already started in the nursery. Plant a variety of plants so children can see how some vegetable parts we eat grow above ground (peas, beans) and some under the ground (radishes, carrots, potatoes.) Plant veggies with compact foliage (broccoli, cabbage) as well as vining ones (pumpkins and other squashes) Experiment with planting on cages and trellises.

6. Follow the directions on seed packages, or labels on small potted plants, to sow (or plant). To create straight planting rows, some people place wooden stakes at both ends of the garden, then tie lines of string from end to end so children can follow them when seeding.

7. Follow plant directions for watering and thinning once plants grow out of the soil.

8. Help children decide which plants they do and do not want in their garden. Showing pictures of what your plants will look like as they begin to sprout and grow versus a weed you didn't sow will help.

9. Add some scarecrows to discourage birds from feasting on your garden before you do. Cut boy and girl shapes from cardboard and glue to tongue depressors. Cut clothes from fabric scraps and glue to cardboard. Add a face and hat. Tape a few pieces of aluminum foil to the hands. The foil will sparkle in the sun and help keep the birds away.

10. Together with children, visit and work in your garden everyday; even a few minutes helps provide tender loving care. Help children decide on daily chores: watering or weeding or even staking up plant vines.

11. Give children lots of time to observe their garden. Help them take photographs or make drawings of how the garden is growing. Compare before and after pictures; let children order the photos or drawings to show how the plants grew.

GARDENING SAFETY

- Only use safe, sturdy tools when gardening with children.
- Protect children from sun and wind using sun block and hats and gloves.
- Don't use any kind of chemical for fertilizer or to kill off weeds. Better to fertilize with compost.
- Control unwanted, foraging insects with more garden-friendly insects such as ladybugs, or flowers such as marigolds.

URBAN GARDENERS

If a gardening plot isn't available, many plants, even vegetables, can be grown in large containers, ranging from clay pots to wooden barrels. Wire vegetable cages can be placed inside pots to support bushy tomato plants.

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TEACHING LEARNING CARING

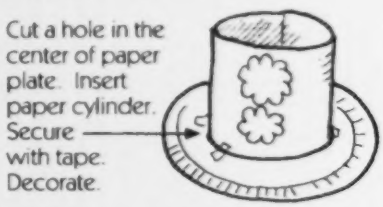
Week Three
May 19, 2003

For People Who Care for Young Children

UNDER THE BIG TOP

The circus lends itself to many fun learning activities. The following activities can be used by themselves or to create a circus to be shared with parents and friends.

Circus Parade Invite children to march to circus music or other marching music using rhythm instruments. Encourage them to design band hats to wear by making cylinders with construction paper and attaching small paper plate brims.



Have children practice marching in circles and in follow-the-leader fashion around the room. Practice first without music.

Elephants Elephants are a popular circus attraction. Discuss their size with children. If possible, show pictures of elephants doing circus tricks. A program of events from the circus is an excellent source of pictures. Have children practice moving like elephants. Ask questions such as: *"Would elephants move fast or slow?" "How would you move if you were a circus elephant?"*

Clowns Sometimes small children just don't like the clowns. They are often very frightened by them. The physical appearance of clowns can frighten a child. It is hard for children to understand that there is a real person underneath all that grease paint! Often it is hard for young children to separate reality from the world of make believe.

You can find pictures of the different styles of clowns at the library. The Auguste (like Bozo), the classic White Face or Joey, the Character Clown (Tramp or Hobo), all have special clothing, make-up, and routines.

If possible, show pictures of clowns with happy and sad faces. Say to children: *"Show us how you would move if you were a happy clown. A sad clown. How would a clown with big feet dance? How would a clown on stilts dance?"* Help children put on props such as large noses, ears, yarn wigs, big shoes...(Use face paint only with parental permission.) and act like clowns.

Animal Trainer Ask children to choose a circus cat to imitate: a lion, tiger, or leopard. Another child can be the animal trainer, giving commands to the "animals" such as: *"Turn around in a circle." "Reach up to the sky." "Pretend you are asleep." "Jump through the hoop."* Although animal trainers use whips, a whistle would a good signal for a change in command to the animals. Have children make masks or hats to represent the animals.

Horses Encourage children to practice their gallop and trot. Play music and have children move in a circle or other formation. Select one child to be the trainer to make the others move fast or slow.

Circus Song Teach children the following hand me down song. (Tune: "The Farmer in the Dell")

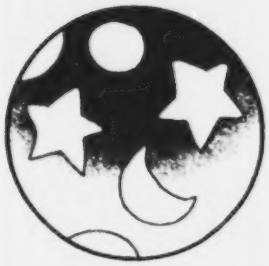
The circus is in town,
With animals and clowns.
We'll see them dance and run and prance,
The circus is in town.

Let your children help you write another verse.

Have a grand finale with everyone imitating their favorite circus act.

CIRCUS FUN

Children enjoy pretending. Pretending makes learning fun. Children are able to move around, use their imagination, and be creative. Pretending also allows you to introduce new ideas as well as encourage cooperation and sharing. The following activities involve groups of children that will make decisions, learn new skills, and have a good time.



BE A FORTUNE TELLER!
In this group activity, children take turns sitting in front of a crystal ball (any ball will do) and telling other children what they will be when they are grown up.

BE A JUGGLER!
This is a group activity where children line up single file and pass a ball under their legs to the back of the line and over their heads to the front of the line without moving their feet. You could also have the ball go over the head of the first child and under the legs of the second child and alternate to the end of the line.

BE A RINGMASTER!
This group activity involves decision-making skills. Tie about 50 feet of rope together in a circle. Have the players stand on the outside of the rope and hold onto the rope with both hands. One to three ringmasters are chosen depending on the size of the group. Have the ringmasters stand in the middle of the circle. The ringmaster(s) try to touch the hand of a player holding the rope. The players may let go of the rope to keep from being touched, but cannot leave the circle. They must grab hold of the rope again. If a player is touched holding the rope, the player switches places with the ringmaster and the game continues.

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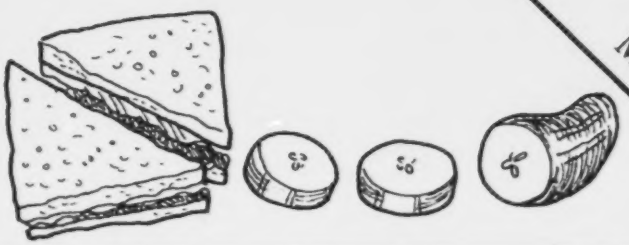

Week Four
May 26, 2003

For People Who Care for Young Children

DANCE A SHAPE! SING A COLOR!

Let's move and sing with shapes and colors! As you plan for your spring theme, be sure to include some activities with music and movement.

△ This shape game can be played inside or outdoors. Cut assorted large shapes of different colors from construction paper. (You can laminate or cover with clear contact paper for future use.) Place shapes on your floor or outside play area. Give children directions such as: *"Run to a red circle." "Skip to a blue triangle." "Hop to a green rectangle."* Continue until children have had a chance to move to most of the shapes.

△ With sidewalk chalk, draw large familiar shapes on your hard top area. Ask children to walk, jump, slide, hop, or skip to the outline of each shape.

△ Give each child a piece of rope or heavy cord about three feet long. Ask children to create their favorite shape on the floor with the rope and tell the name of their shape. Call out various shapes for them to create and name.

△ Teach children the following poem "Shapes" that they can say together at circle time:

Point to a circle.
Point to a square.
Point to a rectangle.
Shapes are everywhere.

After saying the poem, children can point to objects in the room or play area.

△ Have children sit in a circle or group. Ask them to create shapes with parts of their bodies. Say, *"Can you use some part of your body to make a circle (square, triangle)?"* Encourage children to use fingers, feet, and arms. Try the activity with partners.

△ Take advantage of a windy day to talk about windmills. Show children pictures and discuss. Encourage them to pretend to be a windmill. Ask questions such as: *"What part of your body can you make look like a windmill?" "How would you move if the wind blew hard and then gently until it stopped?"*

△ Place as many colored shapes as you have children on the floor. Ask each child to stand on a shape. Tell children that they are going to march around the circle stepping on each shape as you play music. When the music stops, have children stand on the nearest shape. Ask them to name the shape (and color) on which they are standing. Use advanced shapes such as ovals and cylinders as children learn the more basic ones.

CELEBRATE SPRING WITH COLORS AND SHAPES

▲ This activity encourages color awareness as well as body movement. Give each child a construction paper flower. Ask him to tell everyone the color of the flower. Group children a short distance from you. Say, for example: *"Red Rover, Red Rover, let yellow flowers HOP over."* Children holding yellow flowers hop to you. Continue calling colors and movements until everyone has had a turn.

△ Learn THE COLOR SONG (Tune: "Mary Had a Little Lamb")

Who is wearing something red?
Something red, something red?
Who is wearing something red?
Stand and wave to us.

As children wave, they may call out the color and article of clothing they are wearing.

△ Create a living maypole with crepe paper streamers. Cut two or three two-foot long streamers in different colors. Staple them between a folded 3" x 5" index card, which forms a handle for children to hold. Play music and have children move to the music as they twirl their streamers. Use this activity for a spring parade.

△ Do your children have a favorite activity they enjoy? Think about adapting it to the season. Simple changes will keep children interested all year long.

Colorful Pantomime

"What is something (name of color) we can be?"
Invite children to act out the different situations below.

PURPLE: Eat purple grapes. Pick purple berries and put them into a basket.

YELLOW: Buzz like a bumblebee. Pretend to be the sun shining. Quack like a duck. Peel and eat a banana. Sniff a yellow daffodil. Husk an ear of corn.

BLUE: Struggle to pull on a pair of blue jeans. Swim in the ocean. Row a boat on the water. Drink a glass of water. Fly a kite in the sky. Chew blueberries.

BROWN: Dig a garden. Pet a brown dog. Growl like a bear. Munch on chocolates. Peel potatoes. Lick a chocolate ice cream cone.

WHITE: Ski down a hill. Throw a snowball. Pretend to be a polar bear. Lay your head on a white pillow. Catch snowflakes on your tongue. Shovel snow. Pretend to glide like a swan and dip your beak in the water.

RED: Bounce a red ball. Sniff a red rose. Sound like a fire engine. Move your hands like lobster claws. Honk the horn as you drive a red car. Eat a juicy strawberry. Wipe tomato sauce off your chin. Flap your arms and pretend to be a cardinal. Bite and chew a crunchy red apple.

ORANGE: Eat an orange. Try to catch an orange butterfly with your net. Carve a jack-o-lantern face on a pumpkin. Thrown orange leaves into the air. Eat a bowl of jiggly gelatin. Crunch on a carrot.

GREEN: Jump like a frog. Pretend to be a tree and sway your branches and leaves in the wind. Shred green lettuce. Move your hands like a crocodile's mouth. Roll in the green grass. Hop like a grasshopper. Pluck a pickle from a barrel.

BLACK: Pretend to be a black cat. "Caw" like a crow. Slip on shiny black boots.

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Everyday TLC
TEACHING LEARNING CARING

YOU CHOOSE!

- ◇ Earn 40 clock hours toward your Child Development Associate* with *EVERYDAY TLC* Learn-At-Home Continuing Education Program and the Nutrition Education & Child Care Food Program
- ◆ Earn State Licensing Hours
- ◇ Do Both!!

Learn-At-Home Training for Child Care Professionals

Over the course of a one-year subscription to EVERYDAY TLC, you can receive eight Learn-at-Home training modules, which will count toward 40 hours of your CDA. These same training modules have been approved for one hour each (total of 8 per year) toward your state licensing hours for family child care providers in the following states: AK, AL, AR, CO, MA, OH, OK, OR, PA, RI, TX, WY (16 hours)*

It's Easy and Convenient:

Step 1: Review the continuing education self test and professional article in this issue of *EVERYDAY TLC.*

Step 2: Sit back, relax, and read through your issue of *EVERYDAY TLC.*

Step 3: Do the assignment as described in the test. Write your responses to the questions on the sheets (unless otherwise indicated). Please note: Photocopies of the test sheets will not be accepted. You must mail the original test pages from your *EVERYDAY TLC* issue!

Step 4: Remove your completed test sheets from *EVERYDAY TLC.* Be sure to include your name, address and phone number in the space provided on the test sheets. Place the test sheets and a check or money order for the fee in an envelope addressed to:

EVERYDAY TLC
P.O. Box 180
Wilmington, NC 28402

Your certificate of completion of continuing education credits will arrive within 3-4 weeks.

Cost:
- ◆ CDA $80 for all 8 tests (40 CDA clock hours)
- ◆ State Licensing Hours $5.50 per test

OR SAVE MONEY BY: removing completed test sheets and saving them until you have completed all 8. Send them to the above address with a $22.00 check or money order. (for state licensing hours only)

Note: The *EVERYDAY TLC* Learn-at-Home Training only counts toward 120 clock hours of training needed for your initial CDA application. The training does not count toward CDA renewal hours.

Questions: Please call: 1-800-677-6644.

2003 Test Issues: February/March/May/June/August/September/November/December

*The Child Development Associate(CDA) credential is awarded to those caregivers who have completed 120 clock hours of formal child care education, with at least 10 hours in each of eight categories. There are requirements for hours working with children, the creation of a resource file, written competencies, and a formal observation and assessment. For more information on the CDA program, please contact The Council for Early Childhood Professional Recognition at 1-800-424-4310 or on the web at www.cdacouncil.org.

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MAINTAIN A COMMITMENT TO YOUR PROFESSION

An organization is only as strong as its members. To have a meaningful, relevant organization, it takes the cooperation of all the members. On the local level, someone must make that first contact to begin an organization. Then others must come together for meetings on a regular basis. All members must support the organization with their time, talents and dues. Members must volunteer to keep up on what's happening at the state and national level. Many members must have the courage to speak up for the rights of children and families.

So, first get your voice and then let your voice be heard through a professional organization.

1. Locate the names of early childhood professional organizations and write the name, address and contact numbers and/or e-mail addresses here of one of each kind.

- Your local area organization: _____

_____

- Your state level organization: _____

_____

- A national organization: _____

_____

2. From your experiences, consider what issues you would like to 'put on the table' at each of these levels. In other words, what issues are of prime importance to you as an early childhood professional? These can include salary, quality care, funding, accreditation concerns, health care and many more.

- Issues I want to discuss on the local level: _____
- Issues I want to discuss on the state or regional level: _____
- Issues I want to discuss on the national level: _____

3. Every organization depends on the talents of its members. There are all kinds of tasks that must be done to keep an organization running-- from keeping records, counting dues, and making refreshments to getting speakers and workshop leaders. What talents do you have that could help your local or state professional organization work? List them below. (If you have never thought of yourself in this way, take the time to evaluate what skills you have that could easily be applied to the smooth running of an organization .)

_____

_____

_____

_____

_____

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4. Create a short directory of community organizations that would be helpful and beneficial to have, both for your own references and as a starting point for a local professional organization's collaboration such as: Healthcare ● Literacy Needs ● Mayor's Office/City Council Office ● Nutrition/Food ● Public School System ● Community Center. Add to the list any people of influence who could also be a friend to early childhood education (state legislators, community leaders, and so on).

NAME	CONTACT NUMBER	HELPFUL FOR:

Name_____

Address_____

City_____ State_____ Zip Code_____

Telephone_____

☐ CDA ☐ TRAINING CERTIFICATE

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CDA Professional Article

PROFESSIONALISM: Be a Member

by Kathy Faggella

Sometimes you feel alone, even among all the children for whom you care. Sometimes you feel like you have very little influence beyond the families you see. Sometimes you want to know that the care you provide is the best it could be.

When you are feeling any of these things, it's a sign that you need to connect with others in the profession. You need to become part of an early childhood support group. Support groups or, as we usually call them, professional organizations, can be found on the local, regional and national levels. Each can serve different purposes and you might want to consider joining on each of these levels. Locally, an organization can help put you face-to-face with your nearest colleagues. Regionally, a professional organization has the resources to influence and make changes in your area or state. Nationally, there are several organizations which exist to make the early childhood field better.

The most important reason for joining early childhood professional organizations is that they support everyone caring for young children, whether alone in family day care, in group home daycare or preschools, or even in larger programs with many staff people. They strengthen their members on both personal and professional levels.

There are many other reasons to join professional organizations.

- These organizations can be ADVOCATES FOR CHILDREN AND FAMILIES. There is a strong voice in a professional organization that makes it known to legislators that programs for children and families need recognition and proper funding. Organizations can demand developmentally appropriate practices for young children. Those of us, actually working with children, have experiences we can relate to the decision makers in government.
- These organizations can MAKE A DIFFERENCE IN ISSUES AFFECTING THE PROFESSION. By speaking out as a group, we can be better heard on issues such as working standards, quality care, salaries, nighttime care.
- Professional organizations can help us KEEP CURRENT. There are both personnel and financial resources available for in-service workshops on techniques for teaching, management, running centers and family day care programs. In-service training can present the latest research.
- A local professional organization can create a RESOURCE CENTER for its members. It can collect books, videos, kits and other materials that can be loaned to its members. Resource centers are located in public school libraries, community centers, or in larger early childhood centers. This is a great way to use organization dues.
- The local organization can provide colleagues with help as both MENTORS AND RESOURCES. New teachers and programs sometimes need a little 'handholding' and members of an organization can offer that support through a mentor program. Even ongoing programs can benefit from the experiences of veterans.
- Organizations can help insure HIGHEST QUALITY CHILDCARE. Members of professional organizations can visit each other's programs and share ideas. In this way, everyone will aim for the highest quality care they can provide.
- A professional organization has 'CLOUT' WITH OTHER ORGANIZATIONS. The local Chamber of Commerce, the Rotary Club, and Council of Churches provide an audience to hear about the importance of early childhood education. They become a place to express the need for special projects.
- A professional organization can establish A LINK WITH OTHERS IN THE COMMUNITY. Collaboration is important within a community including public school administrators, teachers, health care providers, librarians, and community center workers.
- Finally, by joining an early childhood professional organization, you get to ADVERTISE YOURSELF and your program. When you meet with local members or even when you attend a national conference, you get the opportunity to be recognized for the professional that you are and have your program recognized, too.

SHAPELY MEALS

EDIBLE CIRCLES

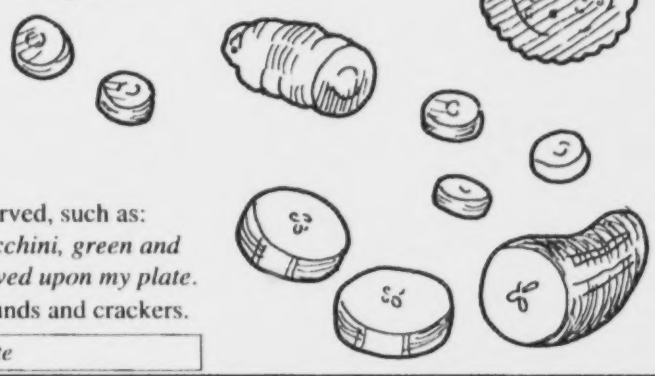
You'll Need: sliced carrots, cucumbers and zucchini ● round crackers ● cream cheese and/or peanut butter ● plastic knife

What to Do:

1. Place sliced carrots, cucumbers and zucchini (round slices) on a plate in front of children. Include round crackers too.
2. Help them spread cream cheese or peanut butter onto the sliced food with a plastic knife.
3. Sing a fun song as you prepare these edible snacks together.

   (Tune: "Mary Had A Little Lamb"):

   See the carrot, orange and round,
   Orange and round,
   Orange and round.
   See the carrot, orange and round.
   Sliced upon my plate.

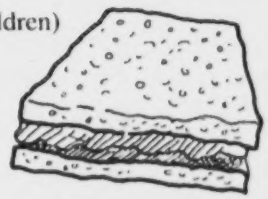


4. Make up other verses according to the foods served, such as:
   see the cucumber, green and round; see the zucchini, green and round; see the crackers, round and round...served upon my plate.
   Talk about the circle shape of the vegetable rounds and crackers.

CACFP Credit=Fruit/Vegetable & Bread/Alternate

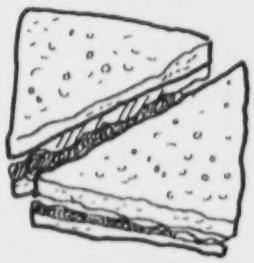
PB AND J SHAPE SANDWICH

You'll Need: 2 slices of bread ● peanut butter ● jelly ● plastic knife (for children) ● sharp knife (ADULT USE ONLY) ● plate



What to Do:

1. Help children spread peanut butter on one slice of bread and jelly on the other. Put the bread slices together.
2. With a sharp knife, cut off the crusts and make each sandwich into a square.
3. Show children how to cut the square diagonally to create triangles with plastic knives.
4. Talk about the shapes as children eat them.
5. As a variation in flavor, try peanut butter and sliced bananas.



CACFP Credit=Bread/Alternate & Meat/Alternate
(Check with your food program on portion size for peanut butter)

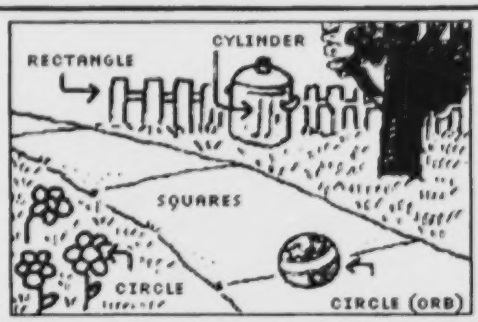
BEST COPY AVAILABLE

IN THE BOOK CORNER:

- *Spot's Big Book of Colors, Shapes and Numbers/ El Libro Grande de Spot* by Eric Hill (Putnam)
- *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr. (Henry Holt)
- *Shapes, Shapes, Shapes* by Tana Hoban (Scott Foresman)
- *Is It Red? Is It Yellow? Is It Blue? An Adventure in Colors* by Tana Hoban (Morrow)

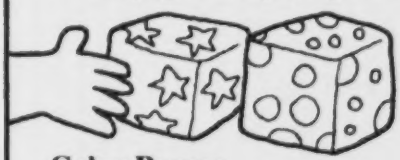
This May in www.familytlc.net

- **TWO'S**
  Crafts:
  Paste a Shape
- **3-4'S**
  Game: Dance
  Around the Shapes
- **5-7'S**
  Game: How Many
  in All? Spring Walk



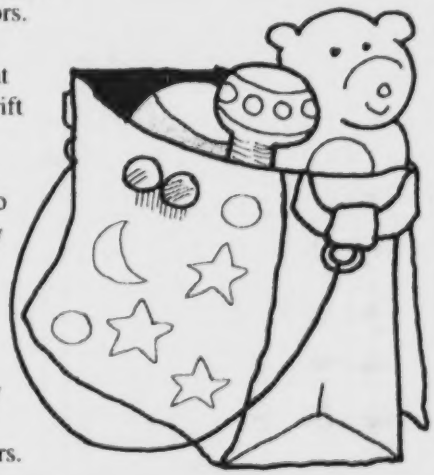
INFANT CARE: Shapes and Colors

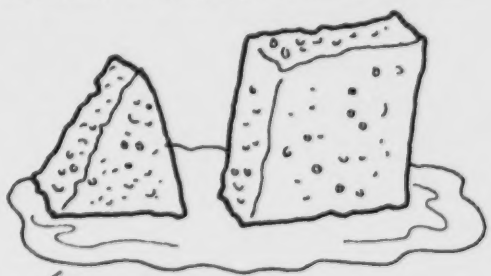
You can introduce children to shapes and colors at a very early age. Even before they can talk, babies can play with objects of various shapes and colors and you can talk to them about what they are doing.



Play with Shapes Glue brightly colored, textured fabrics to three-inch cardboard shapes. Give these shapes to babies to play with in their high chairs. Talk about the object they are playing with using color and shape names.

Color Purses
Find old pocketbooks that are bright solid colors. They are easy and inexpensive to get at garage sales and thrift stores. Fill with objects (Make sure the items are not too small as babies may put them in their mouths.) that are the same color as the purse. Let young toddlers play with these objects. Talk about the colors.





Color and Shape Sponges
Cut colorful sponges into basic shapes. Put the sponges in a bucket of water and show children how to squeeze the water out of the sponges and then wash sidewalks, walls, fences, and outdoor play equipment.

Ideas: Jeannine Perez, Paula Gaj Sitarz
Art: Catherine Minor, Nina Woldin, Debby Dixler
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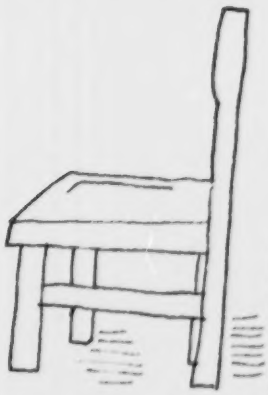

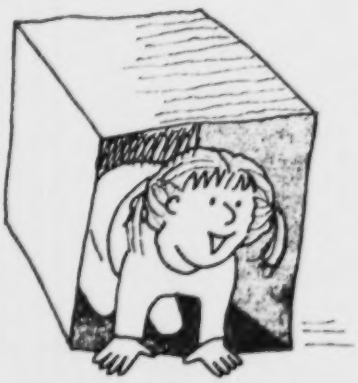

BE AN ACROBAT!
Create a maze of obstacles using chairs, blocks, tubes, desks, tires, and ropes. Let children take turns going under, over, through, and around to complete the maze. You can time older children to make the game more challenging.

BE A TIGHTROPE WALKER!
This group activity involves children taking turns walking on a rope that is laying on the ground. The rope can be in a straight line or in curves and loops. Invite each child to place the heel of one foot directly in front of the other.

BE A SNACK CHARMER!
This is an activity for pairs of children that involves one of the children playing an instrument and the other child moving a rope to the different beats made by the instrument. Different instruments produce different snake movements. The instruments can be homemade jingle bells, rhythm sticks, drums made from empty containers with lids, or cymbals made with metal pot lids.

BE A TRAINED LION!
This is a group activity where children go through hula-hoops to reach a destination. Let children take turns placing the hoop on the ground in front of them. Have them jump inside the hoop, pull the hoop over their body, and repeat the process until they reach the finish line. Relay races could be used between groups with larger numbers and fewer hoops.

BOOK CORNER: IN THE

- *If I Ran the Circus* by Dr. Seuss (Random House)
- *See the Circus* by H. A. Rey (Houghton Mifflin)
- *Circus Caps for Sale* by Esphyr Slobodkin (Harpercollins)
- *Sing, Pierrot, Sing* by Tomie de Paola (Harcourt)
- *Olivia Saves the Circus* by Ian Falconer (Atheneum)
- *Paddington Bear at the Circus* by Michael Bond (Harpercollins)

This May in www.familytlc.net

▲ **TWO'S**
Cooking: Fruity Clown Faces

▲ **3-4'S**
Crafts: Circus Cup Puppets
Game: Three-Ring Circus

▲ **5-7'S**
Crafts: Be a Clown

HAVE A CIRCUS PERFORMANCE

Plan a real performance. Send invitations to parents and friends. Help children make simple costumes (paper plate masks, paper bag outfits) and props. Serve easy-to-make refreshments such as popcorn and juice.

◆ Let one child be the ticket taker at the "gate to the circus." This is a group activity where children take turns using play money and tickets.

Have the rest of the children buy their tickets at the gate. Depending on the agesof your children, you could have them count the right number of dollars and make change.

◆ At show time, you are the ringmaster while children on their own or in small groups pretend to be the different performers in the circus. Use the activities described throughout this newsletter. Use a flashlight as a spotlight and have different types of music for different acts. Introduce each act individually and use props when available to make the acting realistic.

Ideas: Dr. Margery A. Kranyik, Denise Moore Nelson, Kristy Jay

Art: Debby Dixler, Nina Woldin

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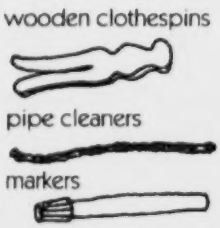
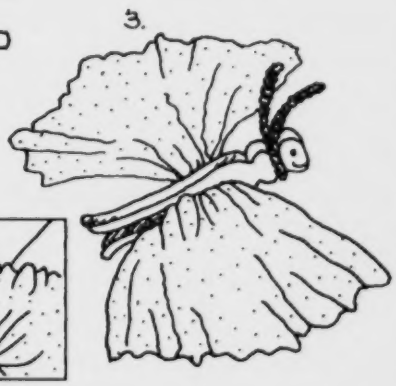
SPRING BASKETS

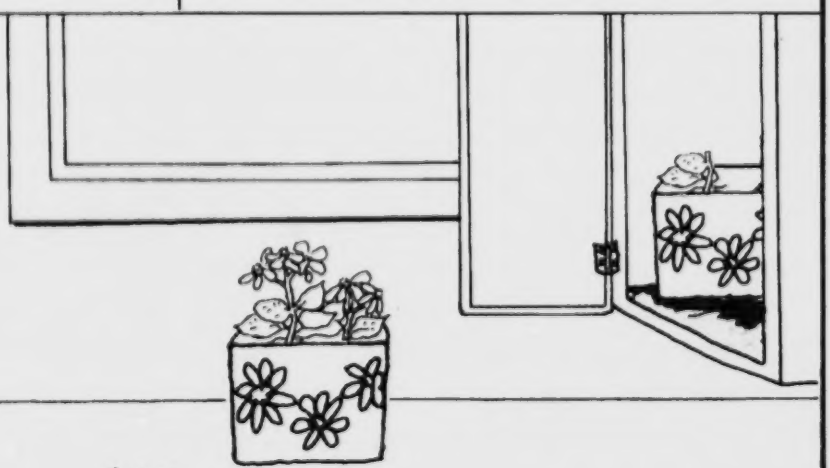
While you have your gardening gear out, start some spring baskets. Cut half-gallon milk cartons in half and poke drain holes in the bottom. Fill 2/3 of the way to the top with dirt. Place wheat berry seeds (Health food stores usually carry them) on top of the dirt. Sprinkle a handful of soil to cover berries. Water and set them in a sunny window. Watch as the seeds sprout and grow tall, thick grass. Decorate the baskets.

Make a butterfly for your spring basket by pushing several pre-cut colored tissue paper squares through the open end of a straight wooden clothespin. Wind a pipe cleaner around the knob end for antennae. Add two black dots for eyes. Let your butterfly perch on the corner of the basket.





Do plants need light? Plant an extra spring basket for this light experiment. Put this basket in a closet or other dark place. Water this basket when you water the others. Is there any difference? Help children record how plants grow in both places.



IN THE BOOK CORNER:

- *My Pop-Up Garden Friends* by Rod Campbell (Little Simon)
- *Gardening Tools* by Inez Snyder (Children's Press)
- *Your Backyard* by Sally Hewitt (Millbrook Press)
- *Who Is in the Garden?* by Vera Rosenberry (Holiday House)
- *The Wind Garden* by Bethany Roberts (Bill Martin Books)

This May in www.familytlc.net

- **TODDLER:** Spring: Garden Helper
- **3-4'S** Music: Planting the Garden Song
- **5-7'S** Spring: Garbage Can Garden

INFANT CARE: Fun with a Garden Glove

You'll Need: a child-sized clean garden glove

What to Do:

1. Put on a child-sized, clean garden glove while sitting with a baby, 9 months and older. Wiggle your fingers inside the glove to get the baby's attention.
2. Now put the glove on the baby's hand and help him wiggle his fingers. Take off the glove and invite the baby to put the glove on again. Help him do this.
3. Put the glove on the baby's foot. Help him take the glove on and off several times.
4. Put stickers on the fingers of the glove and use them as finger puppets with the baby.

Ideas: Jeannine Perez

Art: Debby Dixler, Catherine Minor

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THE HULA

Play a piece of Hawaiian music as you show the group how to sway rhythmically to a tune. Tell them that hula is storytelling through movement. The lyrics suggest movements such as pointing to the stars or reaching out to pick up a seashell. Show children the movements and practice until the group can repeat them with you.

Pearly Shells

Pearly Shells is available on a number of Hawaiian music albums including Don Ho's Greatest Hits *(Reprise Records). You could use any other simple Hawaiian song or chant.*

E G C Pearly Shells	Bend a little to the right to pick up a shell. Look at and then pick up one to the left.
D E G G From the ocean, hands	Make wave motions up and down with arm
C C B B A Shining in the sun,	Place hands over head to form a sun.
B B C C D Covering the shore.	Sweep hands from left to right to show the shoreline.
E G C C When I see them	Put one finger on cheek bone, pointing to the eye.
D E F F My heart tells me	Cross arms over heart.
E F F F That I love you	Point outward toward a loved one.
C D E More than all.	Bend slightly to the right to pick up a shell. Look at it and then pick up one to the left.

IN THE BOOK CORNER:

- *Hawaii Is a Rainbow* by Stephanie Feeney (U. of Hawaii Press)
- *A Is for Aloha* by Stephanie Feeney (U. of Hawaii Press)
- *Luka's Quilt* by Georgia Guback (Greenwillow)
- *Three Little Hawaiian Pigs and the Magic Shark* by Donivee M. Laird (Barnaby Books)
- *Pele and the Rivers of Fire* by Michael Nordenstrom (Bess Press)

This May in www.familytlc.net

- **TODDLERS**
  Spring: Make a Banana Drink
- **TWO'S**
  Spring: Spring Flower Fun
- **3-4'S**
  Crafts: Spring Art Blossoms
- **5-7'S**
  Science: Grow It Again Pineapple

AFTER-SCHOOLER IDEA: Hawaiian Poster

Invite school-age children to help you decorate for your Moms' Luau by making some fact-filled Hawaiian travel posters. This project will help your children develop great study skills as they do research to find interesting facts about our 50th state.

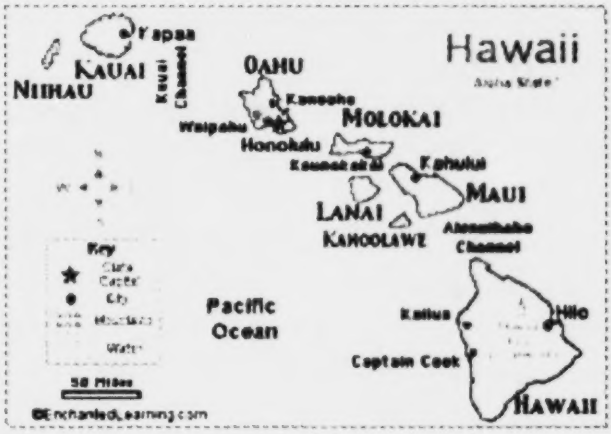
Start by brainstorming the types of facts people would want to know about Hawaii before deciding to visit (or if you live there, interesting facts people might not know). For example, the weather, how many islands there are (each child might like to pick a special island to concentrate on), fun things to do, and so on.

Then talk about where you would go to find out these facts: books, magazines, the Internet. You may wish to have some of the books *In the Book Corner*, available for children to use as well as the following:

- *Hawaii: Facts and Symbols* by Emily McAuliffe (Bridgestone)
- *Hawaii* by Bob Italia (Checkerboard)

Here are some good web sites for children to visit:

- http://www.Hawaii-kids.com
- http://www.enchantedlearning.com/usa/states/hawaii/
- http://cybersleuth-kids.com/sleuth/Geography/United_States/Hawaii/



Map and humpback whale from http://www.enchanted learning.com/usa/states/hawaii/

Go to a travel agency and get brochures on Hawaii and Hawaiian vacations. Let children use these to get more ideas and then to cut up for pictures to decorate their posters.

Suggest that children plan out their posters on a piece of paper before you give them poster-sized pieces. They may wish to add drawings or cutout photos of the islands to decorate around the facts they have found. Display these posters during the Luau and then send them home with Moms,

Ideas: Susan Entz
Art: Nina Woldin, Catherine Minor, Debby Dixler

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Everyday TLC
TEACHING LEARNING CARING

PARENTS & KIDS TOGETHER

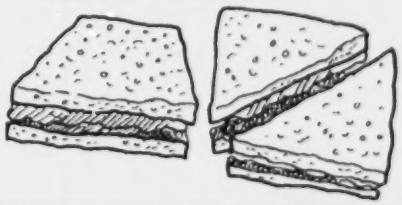
MAY RECIPES & SONGS

MUNCHING SHAPES

You'll Need: 2 slices of bread ● peanut butter ● jelly ● plastic knife (for children) ● sharp knife (ADULT USE ONLY)

What to Do:

1. Help your child spread peanut butter on one slice of bread and jelly on the other. Put the bread slices together.
2. With a sharp knife, cut off the crusts and make each sandwich into a square.
3. Show your child how to cut the square diagonally to create triangles with plastic knives.
4. Talk about the shapes as your child eats them.
5. For a different flavor, try peanut butter and sliced bananas.



EDIBLE CIRCLES

You'll Need: sliced carrots, cucumbers and zucchini ● round crackers ● cream cheese and/or peanut butter ● plastic knife

What to Do:

1. Place sliced carrots, cucumbers and zucchini (round slices) on a plate in front of your child. Include round crackers too.
2. Help her spread cream cheese or peanut butter onto the sliced food with a plastic knife.
3. Sing a fun song as you prepare these edible snacks together. (Tune: "Mary Had a Little Lamb"):

   See the carrot, orange and round,
   Orange and round,
   Orange and round.
   See the carrot, orange and round.
   Sliced upon my plate.

4. Make up other verses according to the foods served such as: *see the cucumber, green and round; see the zucchini, green and round; see the crackers, round and round... served upon my plate.*

Talk about the circle shape of the vegetable rounds and crackers.

SPRING SONGS

THE COLOR SONG
(Tune: "Mary Had a Little Lamb")

Who is wearing something red?
Something red, something red?
Who is wearing something red?
Stand and wave to us.

CIRCUS SONG
(Tune: "The Farmer in the Dell")

The circus is in town,
With animals and clowns.
We'll see them dance and run and prance,
The circus is in town.

Ideas: Karen Stephens, Dr. Margery A. Kranyik
Art: Debby Dixler
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PLANS FOR MAY

Activity	Week of May 5	Week of May 12	Week of May 19	Week of May 26
Circle Time				
Free Choice				
Learning Centers				
Creative Art Activity				
After-Schoolers				
Prep Work				

3-DIGIT 618
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Everyday TLC
TEACHING LEARNING CARING

June 2003

For People Who Care for Young Children

8 Ways To End The Year With Style

Whether or not your program ends in June with the school year, it is a time for endings and new beginnings. It is a time for change as at least some of your children will be going on vacation or to another program and then to "school" in the fall.

1 As your children approach the end of the "year," let them create booklets for the next fall's incoming group. By writing (or dictating) about daily activities and routines (as well as expectations), you will find September a breeze!

2 Encourage children to recall wonderful moments from the past months of play. With children, make a list of "things we've loved to do together" and invite children to draw pictures to decorate the list.

3 Play fun games to review all the things children have learned throughout the year. Let them work on the questions for games such as Jeopardy, Wheel of Fortune, and Twenty Questions. Include parents if you really want to have some fun!

4 If your parents attended activities and special events throughout the year and took videos or photographs, plan a "movie matinee or night" complete with popcorn to share the memories!

5 All children have a favorite food. Let everyone contribute to a recipe book of their favorites. Many parents of "fussy" eaters will be very grateful!

6 As the end of the year approaches, you might want to leave some time for letting children create their own "treasure boxes" made out of large dress boxes. By covering the outside with drawings of favorite times throughout the year and then covering the whole box with contact paper, each child can make a box for storing favorite artwork and writing samples.

7 Invite children to make and send "thank you" notes to program and community helpers for helping them "grow" throughout the year. The postal carrier and garbage collector will be surprised and thrilled.

8 And, last but not least, let each child make a special clay or play dough bead for each of his friends to string on friendship bracelets the last day of June. Sing "Make New Friends" and pass the tissues!

Learn How to Use EVERYDAY TLC Everyday on
www.everydaytlc.com/howtouse.html

THIS MONTH IN *EVERYDAY TLC*

- Developing Healthy Relationships
- Photos for Fathers
- Homemade Toys
- How Are Children Like Butterflies?
- *Learn-at-Home Training:* Managing Your Program

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Everyday TLC Parents & Kids Together

TEACHING LEARNING CARING

See *Parents & Kids Together* in Spanish at www.everydaytlc.com

BOOKS TO READ

MAKING FRIENDS

- *Goosie and Gertie* by Olivier Dunrea (Houghton Mifflin)
- *My Friend Rabbit* by Eric Rohmann (Millbrook)
- *The Best Friends Book* by Todd Parr (Little Brown)

ALL ABOUT DAD

- *Papa, Please Get Me the Moon* by Eric Carle (Simon & Schuster)
- *My Dad Is Awesome* by Nick Butterworth (Candlewick)
- *Just Me and My Dad* by Mercer Mayer (Golden)
- *The Daddy Book* by Todd Parr (Little, Brown)
- *Sleepy Me* by Marni McGee (Simon & Schuster)

BUTTERFLIES

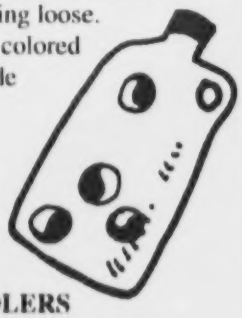
- *Young Naturalist Pop Up Handbook: Butterflies* by Robert Sabuda (Hyperion)
- *Waiting for Wings* by Lois Ehlert (Harcourt Brace)
- *The Butterfly Alphabet* by Brian Cassie (Charlesbridge)
- *Charlie the Caterpillar* by Dom Deluise (Aladdin)
- *The Butterfly House* by Eve Bunting (Scholastic)

HOMEMADE TOYS FOR TOTS

From the time they're born, children spend a lot of time developing and strengthening their muscles and their coordination. They continue to do this throughout the preschool years (and throughout life for those who exercise regularly). To help them, we can give children inexpensive "exercise equipment" made from everyday throwaways.

FOR BABIES

An empty, clear plastic syrup bottle with a few marbles inside makes a great rattle. Add a few small wads of colored paper to make it even more interesting. Securely glue on a bottle's top with nontoxic glue and check it every day to be certain the lid isn't coming loose. The brightly colored marbles inside make an interesting sound when a baby shakes it.



FOR TODDLERS

A toddler's greatest joy is filling up containers, then dumping out the contents. Give your toddler a plastic storage container from the kitchen or wide-mouthed plastic jar. Add some jar lids in safe sizes. Celebrate with your child when she puts the jar lids in the plastic containers. Then dump the lids on the floor and begin again. Show your toddler how to pour the lids from one container to another.

FOR PRE-SCHOOLERS AND OLDER— Try Soda Bottle Bowling.

You'll Need: 10 plastic, liter soda bottles ◆ sand ◆ funnel ◆ plastic measuring cup ◆ ball ◆ chalk.

What to Do:

1. Put the funnel in a soda bottle. Invite your child to use the measuring cup to pour sand into bottle. Repeat with all of the bottles to make them stable. Securely close all bottles and cover bottle tops with tape.
2. Trace circles on the ground with chalk. Let your child place the bottles on the circles.
3. Invite your child to roll the ball from several feet away and see how many bottles he can knock over.

DON'T FORGET TO VISIT: www.familytlc.net for lots of activities to do with your children

Everyday TLC
TEACHING LEARNING CARING

Week One
June 2, 2003

For People Who Care for Young Children

HEALTHY RELATIONSHIPS START HERE

Two-year-old Chris grabs the dump truck away from Richard. Three-year-old Sam stomps right through the block building that a small group of children had built. Four-year-old Pat strokes another child's velour sweater, and that child turns and punches her in response. Five-year-old Randy repeatedly asks another child for a turn on the tricycle, then finally starts crying. These are typical daily scenes in just about every early childhood program. Young children like being with one another, but they don't yet have the basic social skills they need to help them avoid upsetting others.

Fortunately, children learn very quickly. If we offer some simple role-playing lessons, we can give them the tools to begin to create "healthy relationships" very early.

The main goal in teaching healthy relationships is to help children begin to learn to respect other's rights as they become sensitive to the messages their own bodies are sending out to others. There are several skills that might help them do this.

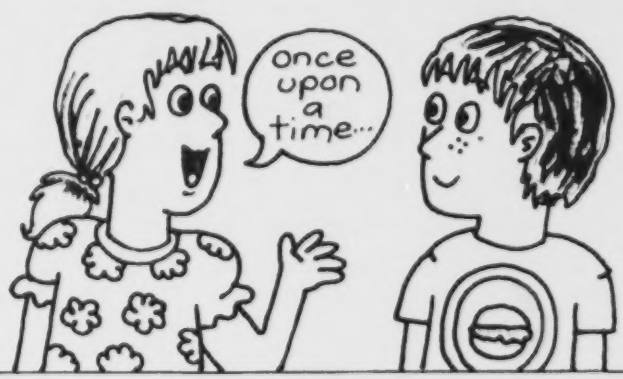
EYE CONTACT

Young children use their eyes in many different ways. Some have the habit of staring at whatever interests them, while others haven't yet learned to rest their eyes on anything or anyone for more than a millisecond. Practice "eye contact"! Play games that challenge children to track moving objects with their eyes, starting with large objects, and then using smaller ones. Next, ask children to look right into an adult's eyes as that adult moves from side to side, and back and forth in front of them. Help children understand that this game is not a game that invites "staring," but rather encourages normal blinking reflexes while still keeping the eyes focused on one person. Eventually the game advances to the stage in which two children are partners, and are challenged to work together to see how long they can maintain eye contact with one another (while staying still). Using a timer makes the game more exciting and encourages children to increase their "eye contact" time!

Finally set up an activity in which the partners are telling one another stories they know, or are just talking about something. The goal is to have both partners working hard to keep good "eye contact" going throughout the "game"!

As children become better and better at this game, begin to help them to transfer this developing skill into real life use. Encourage eye contact while children are naturally talking and playing together. Notice and remark about any improvements in this area. Remind children that "staring" is not the goal!

Using good eye contact helps friends know that we are interested in them, and that we are trying to listen to them! It shows that we care. If you model this very important skill, you will be much more effective at teaching it!



Using Your Voice And Body To Be Social

VOICE AND BODY LANGUAGE

Another way to help children develop healthy relationships is to make them aware of how the way they say something and their body language affects other people. Young children do not yet understand the signals they might be sending out with their tone of voice or with the positions of their bodies when they speak to others. Games can help children begin to notice and recognize these signals.

Begin by being an actor yourself! During group time each day, try saying, *"Good morning,"* in several different ways. Use different tones of voice, change the expression on your face, and use "body language" to show children how the same words can give very different messages! Ask them which way made them feel the best; then have the whole group practice saying *"Good morning"* to make everyone else feel good and welcome.

Use other phrases in different ways, and ask children what they think the person saying it really meant. Try phrases such as: *"I'm sorry," "Please give me that," "I'm using this now,"* or *"May I play with you?"* It won't take long for children to realize that tone of voice, facial expression, and body language make a big difference!

At first, you will probably be the main actor, but soon you'll have lots of volunteers to act out different phrases in different ways. Once children become familiar with this game, they can act out stories they know using the skills they have developed. For example, challenge children to act out *"Goldilocks and the Three Bears,"* having the actors say their parts as if they were very angry, very shy, very happy, or very sad. This game teaches children to begin to label, define, and express their feelings.

FACE AND SPACE

Another concept that helps children understand healthy relationships is the idea that a person's face or body needs a certain amount of "personal space" around it that shouldn't be "invaded" by anyone.

Young children can relate to "mine" very well. They are very young when they begin to call something in their own hand "mine." Teaching them that their face and body are "theirs," can go a long way toward teaching them respect for both themselves and for others.

Give everyone a cardboard paper towel tube. Have each child hold one end of the tube tightly against her chest, and challenge children to walk around without letting their tube get close enough to touch anyone else's tube. Start by having just two children at a time try it (in a fairly small space), then slowly add more children to the space. Encourage children to notice how hard it can become to avoid invading other people's space as it gets more and more crowded.

Here is another game. Have two children holding the tubes walk toward each other and try to stop before their tubes touch. The object is to get as close as possible without their tubes touching each other. Another game involves having two partners walk towards each other, but one of them has a small clay or foil ball loose inside the cardboard tube that is held tightly against her chest. As one child walks toward the other, both children stop just as their tubes meet. Then they try to transfer the ball from one tube to the other, then turn and walk back to their own starting line. It's fun to keep switching partners to keep this game going.

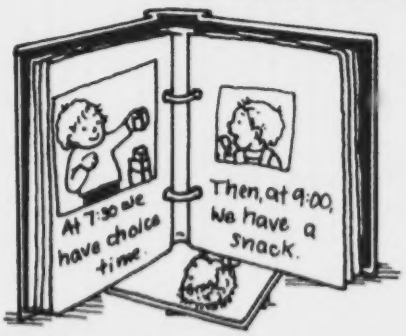
All of these activities serve more than one purpose. For young children, games are valuable just for the fun of playing. But each of the activities described here also offers children important lessons that might raise their awareness of their own and other people's feelings. Each activity helps children develop some basic social skills to lead them toward healthy relationships.

Everyday TLC
TEACHING LEARNING CARING

Week Two
June 9, 2003

For People Who Care for Young Children

FATHER'S DAY PHOTO FUN



Why not help children create something really personal for Dad this Father's Day (June 15th)? A photo album, full of pictures of his child having fun and learning! All you need is a camera, film and the materials needed to make an album with each child. (See page 2.)

Use the camera to create a "photo story about your program and each of the children in it ." This is a personal and real teaching tool because the characters on the pages in front of you are the children in your group!

For this project, you'll need to:

◇ Take and develop the snapshots. Make enough copies of prints for each child to have a set to put in her album.

◇ Select specific pictures to tell the day's story.

◇ Help each child arrange the photos and dictate words to go with each one.

◇ Actually put the photos and the words into booklet form.

Your children will need to help in all of these activities. How much or how little adult input is necessary depends on the age of the group of children.

Children love looking at themselves in photos so they will be excited about this project. If you build on this interest, you can show them the link that exists between the spoken word and the written word when you write down descriptions of the photos. You can challenge children's recall skills by asking them to tell you the order and the details of the events. Accept their one-word comments with a smile and build them into complete sentences together as a group.

Your photo stories may involve only your group, but sometimes it is fun to include other community members. For example, on the way to the park, you may meet the "mail carrier" or the "hot dog seller" or the "police officer" or "the candy store owner." Take their pictures standing with children. Most people, charmed by a group of little ones, love to stop and pose. These photos invite your children to discuss each of these neighbors and their importance to the community.

Fathers will love these photo albums. It gives them a chance to catch a glimpse of a day in the life of their children. This is especially important when their children are very young and unable to explain their activities.

Also the photo stories can easily be adapted to the age level of each child. With very young children, it works best to just print nouns or very simple sentences under each picture. Older children enjoy listening to their own conversations read from beneath each picture; and school-age groups can even photograph each other!

HOW TO GET A CAMERA:

If you do not have an easy-to-use camera available, here are some suggestions on how to get one.

- Ask the parents of your group. Mention that you are willing to accept cameras with broken or missing flash attachments, since you will be doing most of your photography in natural light, where a flash is unnecessary.
- Try your local camera store! Don't be shy! Ask for a donation, and in return, offer the owner some free advertising in your monthly newsletter or on your group's bulletin boards!
- Have a bake sale with child-made goodies. The funds raised can help to buy an inexpensive pocket camera or help to pay for film and processing.

PHOTOGRAPHING PEOPLE

When photographing people, keep in mind the following tips.

- Unless you need to show a uniform or style of dress, try to get as close as possible to your subject. Head and shoulders pictures use the space well.
- Unless you need to show a special place in the picture, keep your background simple.
- If your subject is posed, try to get him smiling. Everyone looks better with a smile and young children respond to smiling faces.
- If your subject is not going to be posed formally, give that person something to do. Keeping your subjects busy will make them more comfortable when you take their picture.

CREATE A PHOTO ALBUM

This is an easy and inexpensive way to create an album for your photo story.

You'll Need: file folders (Often you can obtain used folders from local businesses.) ▲ needle and strong thread ▲ glue, stapler or tape ▲ markers, crayons, or collage materials ▲ clear contact paper—optional

What to Do:

1. If two folders or eight pages are needed for each album, put two folders one on top of the other and sew together along the seams.
2. Let children use markers, crayons or even collage materials on the cover of their albums. Be sure to include the date.
3. Invite them to glue, staple or tape the photos inside in an order that shows Dad how children spend a typical day at your program.
4. Encourage children to dictate captions for the pictures.
5. To protect the photos and extend the life of the album, cover the pages with clear contact paper.

BEST COPY AVAILABLE

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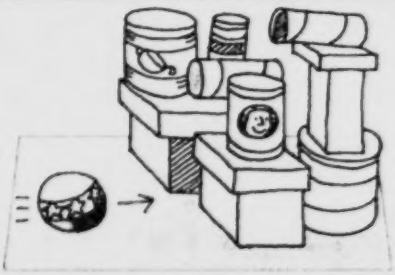
TEACHING LEARNING CARING



Week Three
June 16, 2003

For People Who Care for Young Children

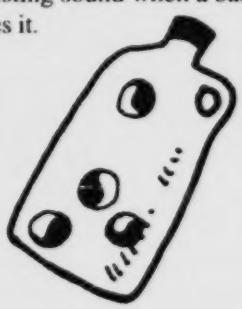
HOMEMADE TOYS FOR TINY TOTS

Lying on their stomachs, babies look as if they are doing tiny push-ups. They push up with little arms, lift their heads and shoulders, and then flop down. Next they raise their heads precisely and turn them to the other side. They push and wiggle and rock from side to side. Sometimes they roll over. It's exercise time for babies.

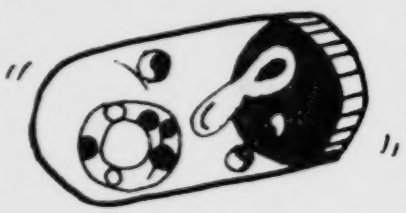
Beginning at birth, children spend a lot of time developing and strengthening their muscles and their coordination. This continues throughout the preschool years (and throughout life for those who exercise regularly). To help them, we can give children inexpensive "exercise equipment" made from everyday throwaways.

A teether tightly sewn to a wash cloth helps the baby to develop grasping muscles and exercise coordination when he moves the item to his mouth. For a different feeling, dampen the wash cloth and put it in the refrigerator or freezer to chill before giving it to the baby.

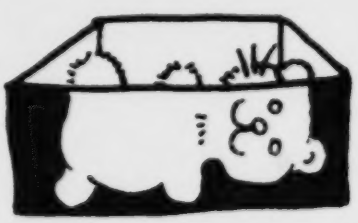
An empty, clear plastic syrup bottle with a few marbles inside makes a great rattle. Add a few small wads of colored paper to make it even more interesting. Securely glue on a bottle's top with nontoxic glue and check it every day to be certain the lid isn't coming loose. The brightly colored marbles inside make an interesting sound when a baby shakes it.



An empty plastic peanut butter jar makes an appealing rolling toy for sitting babies and toddlers. They enjoy rolling a toy to an adult who sends it right back. Put something inside the jar to make it more interesting to listen to and watch. A small rattle or squeeze toy can roll around inside while the jar rolls on the ground. Marbles, toothpicks, a wooden block, spoons, pebbles, or metal screws all make different noises for a baby to hear. Always be sure that jar lids are securely glued in place.



Place a see-through box in front of a sitting child. Hand her toys one at a time to put in the box. Look through the box's sides to find the item she has put inside. Now use a box that is not see-through and repeat the activity. Ask, *"Where is the _____?"* Help the baby peek into the box to find the item.



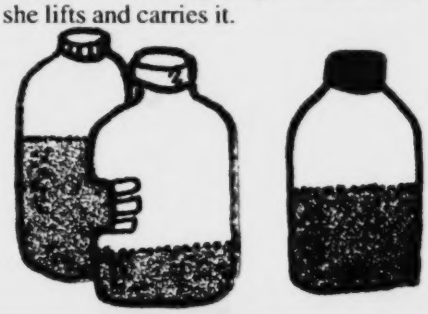
Easy Toys for Toddlers

When little ones begin to walk, they like to drag pull toys behind them. Make a large rattling pull toy by putting a few soda bottle caps inside a clean gallon-sized milk jug. Securely glue on the jug's cap. Tie a length of yarn through the milk jug's handle. The yarn should be 2 1/2 times the distance from the standing child's hand to the floor. After the yarn is attached, tie knots in it every six inches to eliminate the possibility of the child putting the yarn over his head. The yarn should not be long enough to tie around the child's neck.

A toddler's greatest joy is filling up containers, then dumping out the contents. Give toddlers plastic storage containers from the kitchen or wide-mouthed plastic jars and safe sizes of jar lids. Celebrate with them when they put the jar lids in the plastic containers. Then dump the lids on the floor and begin again. Show toddlers how to pour the lids from one container to another.

Toddlers enjoy carrying and stacking boxes, too. Fill empty cereal boxes with newspaper; then tape them closed. Your toddlers will invent many activities to do with these items.

Let your toddlers build motor skills while they engage in another favorite activity—picking up things and carrying them around. Large, plastic juice bottles are an ideal size for this activity. Put a few cups of sand in one, checking to be sure the bottle isn't too heavy for a toddler. Put half as much sand in another bottle, giving the child a different feeling as she lifts and carries it.



Make other bottles by putting interesting items in them. Use colorful balls, plastic bugs, wads of colorful paper, skeins of yarn, crumpled foil, and scarves or fabric scraps. Securely glue the tops on all of the bottles, and check everyday to be sure the tops are securely fastened. Your toddlers will carry these "treasure jars" from place to place, building large muscles and coordination as they go. Show children how to stack the bottles for another coordination-building experience.

Look around your home and your kitchen for other unbreakable items that can be transformed into fitness equipment for young ones. Visit spring yard sales for fabulous finds. And watch your children. They'll lead you to the items they enjoy the most.

Everyday TLC
TEACHING LEARNING CARING

Week Four
June 23, 2003

For People Who Care for Young Children

KIDS AND BUTTERFLIES

Saying good-bye at the end of the school year is always hard for teachers, parents, and children alike. Rather than letting it take you by surprise, prepare for this difficult time with a unit on change.

Plan the last unit of the year to explore an observable natural phenomena--the life cycle of a butterfly or a frog, the growth of an apple, the blossoming of a flower.

Talk about the physical changes throughout the unit and draw a parallel to the child's own growth. Tell children that change is natural and part of life. A child's shoes grow too tight and pants get too short; a butterfly grows too large for its chrysalis and a germinating seed can no longer stay in its safe shell.

BUTTERFLIES & KIDS GROW AND CHANGE

Tell parents that you plan to study butterflies with their children as a way to prepare for the end of the year. You will ask them to find family photographs and send these to you.

If weather permits, find plants in the neighborhood that have butterfly eggs. Have children notice the tiny specks that will grow into beautiful butterflies. Read about the development of a butterfly in non-fiction story books. (See In the Book Corner.) Have each child form a little "egg" by rolling a small piece of cotton into a ball and gluing it onto a twig, mounted on a piece of construction paper.

Ask parents to send in pictures of Mom when she was pregnant with their child. Children can share their pictures with the group. Make color copies of these photographs to begin a life cycle poster for each child. (See page 2.)

CATERPILLARS

Read *The Very Hungry Caterpillar* by Eric Carle (Putnam) to introduce the idea that caterpillars are very hungry insects.

Then revisit the neighborhood bush to look for live caterpillars. Take magnifying glasses so children can get a good view of both eggs and the caterpillars that crawl on the plant and eat the leaves.

Back inside, give children a variety of colorful, fuzzy pipe cleaners. Encourage them to shape the wires into small caterpillars. Attach these to a "caterpillar tree"—a branch stuck in clay or play dough in a pot..

Have each child bring in one of their baby pictures. Make color copies of the originals, adding them to the life cycle poster.

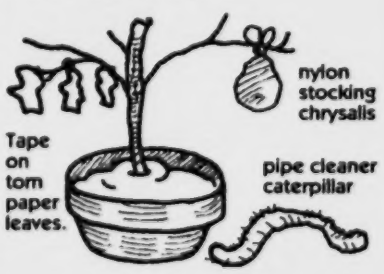
CHRYSALIDES

Revisit the bush one more time. This time, look for some of the caterpillars that have entered their dormant state. Show children a chrysalis and encourage them to find others.

Find some branches with eggs, caterpillars, and chrysalides already formed. Snip it to bring inside. Have children check the chrysalides throughout the day.

Have children remove one of their handmade caterpillars from the caterpillar tree. Place it gently into the toe of a discarded nylon stocking. Use twist ties to tie this chrysalis to the caterpillar tree.

Point out that just as the caterpillar has changed, so have each of your children during the year. If possible, show them pictures of themselves from the fall. Place each picture on the child's life cycle poster.



BUTTERFLIES

Watch the chrysalides carefully. Invite children to draw pictures or use watercolors on butterfly-shaped paper at the easel to create their own ideas about what their butterflies will look like when they emerge.

When the big day comes, take photographs of the newly emerged butterflies as they dry their wings and then take flight.

Take pictures of the soon-to-be "graduated" children. Add these last pictures to the life cycle posters.

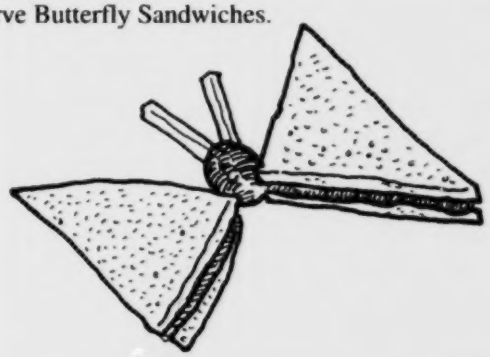
Talk about how much children have grown and changed, just like their friends, the butterflies. And just like the butterflies, it is time for them to try their wings and fly off to new adventures in the summer and the coming fall.

FAREWELL CEREMONY

A ceremony marks important transitions, sometimes from one phase of life to the next. Plan a get-together with parents to note this important transition for both parents and children.

Carry your butterfly theme through the final ceremony.

- Serve Butterfly Sandwiches.



- Invite children to make their own butterflies. (See page 3 for suggestions.)
- Teach children a song about a butterfly.

Tune: "Twinkle, Twinkle, Little Star")

Fragile, yellow butterfly,
Like a flower in the sky.
Are you smiling as you roam?
Do you know your way back home?
Fragile yellow butterfly,
You're a flower in the sky.

Tell families that just as the butterfly takes flight, an apple drops from the tree when it is ripe, a baby bird has to fly away from the nest, or a tadpole turns into a frog and hops off to new adventures in the pond, it is time for the children to "move on to a new adventure." Whether that new adventure is a summer vacation or Kindergarten in the fall, they are ready.

Everyday TLC
TEACHING LEARNING CARING

YOU CHOOSE!

- ◇ Earn 40 clock hours toward your Child Development Associate* with *EVERYDAY TLC* Learn-At-Home Continuing Education Program and the Nutrition Education & Child Care Food Program
- ◆ Earn State Licensing Hours
- ◇ Do Both!!

Learn-At-Home Training for Child Care Professionals

Over the course of a one-year subscription to EVERYDAY TLC, you can receive eight Learn-at-Home training modules, which will count toward 40 hours of your CDA. These same training modules have been approved for one hour each (total of 8 per year) toward your state licensing hours for family child care providers in the following states: AK, AL, AR, CO, MA, OH, OK, OR, PA, RI, TX, WY (16 hours)*

It's Easy and Convenient:

Step 1: Review the continuing education self test and professional article in this issue of *EVERYDAY TLC.*

Step 2: Sit back, relax, and read through your issue of *EVERYDAY TLC.*

Step 3: Do the assignment as described in the test. Write your responses to the questions on the sheets (unless otherwise indicated). Please note: Photocopies of the test sheets will not be accepted. You must mail the original test pages from your *EVERYDAY TLC* issue!

Step 4: Remove your completed test sheets from *EVERYDAY TLC.* Be sure to include your name, address and phone number in the space provided on the test sheets. Place the test sheets and a check or money order for the fee in an envelope addressed to:

EVERYDAY TLC
P.O. Box 180
Wilmington, NC 28402

Your certificate of completion of continuing education credits will arrive within 3-4 weeks.

Cost:
- ◆ CDA $80 for all 8 tests (40 CDA clock hours)
- ◆ State Licensing Hours $5.50 per test

OR SAVE MONEY BY: removing completed test sheets and saving them until you have completed all 8. Send them to the above address with a $22.00 check or money order. (for state licensing hours only)

Note: The *EVERYDAY TLC* Learn-at-Home Training only counts toward 120 clock hours of training needed for your initial CDA application. The training does not count toward CDA renewal hours.

Questions: Please call: 1-800-677-6644.

2003 Test Issues: February/March/April/June/August/September/November/December

*The Child Development Associate(CDA) credential is awarded to those caregivers who have completed 120 clock hours of formal child care education, with at least 10 hours in each of eight categories. There are requirements for hours working with children, the creation of a resource file, written competencies, and a formal observation and assessment. For more information on the CDA program, please contact The Council for Early Childhood Professional Recognition at 1-800-424-4310 or on the web at www.cdacouncil.org.

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POLICIES:
MANAGING YOUR PROGRAM EFFECTIVELY

Along with a contract, a family/home daycare provider should write out policies for families. The policies can outline in detail anything that you think might be needed for reference in the future, such as:

- tuition guidelines (including missed days because of illness),
- drop-off and pick-up times,
- descriptions of illnesses that mean the child may not come to your program that day,
- trial period for both new children and their families
- field trips out of the program,
- alternative back-ups for child care if you cannot take the child.

For descriptions of policies, it is helpful to consult with other local family/home daycare providers so that you deal with such issues as tuition and illnesses in the same general way as other sites. A good policy, understood by families, is the best way to prevent misunderstandings and problems.

1. Attach a contract and written policies you use with families to this test. If you do not have them already, draw up a draft contract and policy sheet. (Talk with other providers for examples.)

2. Detail ways in which you can make your home more comfortable for family members. Be specific. Discuss special storage ideas and limits you could (or already) set on the daycare space and times. Then discuss ways in which your family is helpful and supportive. Can you think of ways they could be more so?

- To make a home more comfortable for the family:

_____

_____

_____

_____

_____

- Ways family members can help and support:

_____

_____

_____

_____

_____

3. Draw a map (approximately to scale) of your family/home daycare, if you are a provider. Show all the interest centers and cots/or cribs, food preparation and meal spaces. If you are NOT a family/home daycare provider, visit a home or group home and make a map of that site. Attach a copy of your map to this test.

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- Name the spaces that work well.

_____

_____

_____

- Name the spaces that could use changing. How would you change them?

_____

_____

_____

_____

4. Write down the reasons why you have chosen to be either a family/home or center-based provider. Include the advantages you have found and the disadvantages. If you had the opportunity to trade places, would you? Explain why or why not.

_____

_____

_____

_____

_____

5. Do you belong to a local daycare providers' organization or network? yes ☐ no ☐
If so, tell what the organization does for you. How do you contribute to it?

_____

_____

_____

6. If you do not now belong to a local organization, find information on one and contact them to see what they offer.

Name_____

Address_____

City_____ State_____ Zip Code_____

Telephone_____

☐ CDA ☐ TRAINING CERTIFICATE

CDA Content Area #5: Managing an Effective Program

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CDA Professional Article

PROGRAM MANAGEMENT: *Working at Home*

by
Kathy Faggella

Daycare is more in demand today than ever before. Working Moms and Dads have the choice of center-based, group home or family/home care for their children. This gives early childhood professionals a chance to work in centers, group homes with about twelve children or in their own homes, either as provider for a group or smaller number of children as specified by state regulations.

Whatever setting, each program must deal with issues of management: the record-keeping paperwork, the curriculum, the people, observations and a dozen more chores that must be done each day. In addition, family or group home providers have a unique program management issue. How do they organize and run a business within their homes while caring for their own families as well?

It's not easy to be sure, but, when weighing the pro's and con's of having a home care business, the advantages of doing so make it worthwhile. Providers state that:

- it allows them to stay at home with their own children.
- they can choose their own hours and days to work.
- they can make their own rules, such as how much to charge families, when to take holiday and vacation times, and other policies.
- they can stay at home and have children brought to them in bad weather.
- they can use a part of their home as an income tax 'write off.'
- they can, in many cases, make more money working at home than they could in a center and, usually, working with fewer children.

So, how do the problems of running one's own family/home daycare business stack up against all of these pluses? One of the main concerns is how to best make use of the physical space in the house so that it serves both as a place of business and a home. Another concern is the interrelationship of family members and the business. As one provider put it, "The daycare is in YOUR HOME!"

Some daycare homes use their family living rooms, dining areas and kitchens while others create a specific area *just* for the daycare. This can be done if the home has unused rooms or lower level space. The advantage to space like this is that it can be closed off at night, on weekends and holidays. However, those who have their daycare programs in family spaces have created clever ideas for quick change and clear-aways.

- Putting art materials and meal supplies on wheeled carts means that they can be shut into a closet after program hours are over.
- Shoebag holders that fit on the back of doors can hold notices, children's work or small items.
- Net or mesh bags can hold toys and be hung on pegs high in a closet when not in use.

A daycare in one's home means extra cleaning and usually the provider is the person who must do that. The space must also be kept safe with any problems quickly attended to. However, one could look at this as a good thing because the upkeep of a home is a constant need and, with a business, it must be done regularly so that the home will always be in good condition.

As far as accidents are concerned, home owners' insurance may cover some things, but many providers take out extra insurance for their businesses. (Today, one million dollar policies are usual.)

Home/family daycare providers usually work five days a week at home, often with little adult interaction during the day, except for drop-off and pick-up times. Some people thrive on this setup; others find it lonely.

Family members can be supportive or problematic, depending on the situation. Most caregivers report that their own young children liked having others with them. One 'only child' felt that the daycare children were like her sisters and brothers. Often, however, as they grow into the teen years, some children want more privacy for themselves and their friends. One group home provider has her teen daughters help with the children and space and finds it is a satisfying solution for all of them. Most providers report that spouses are proud of their work.

After all, a family/home daycare provider has good organizational skills and personal initiative. It has the many bonuses, among them the confident feeling of just being able to 'pull it all off.'

Torn Paper Butterfly

Older children can help you transform a few pieces of tissue paper and little liquid starch into a beautiful butterfly mobile to delight the babies in your program.

You'll Need:

waxed paper

liquid starch

paint brush

colored tissue paper

scissors

black construction paper

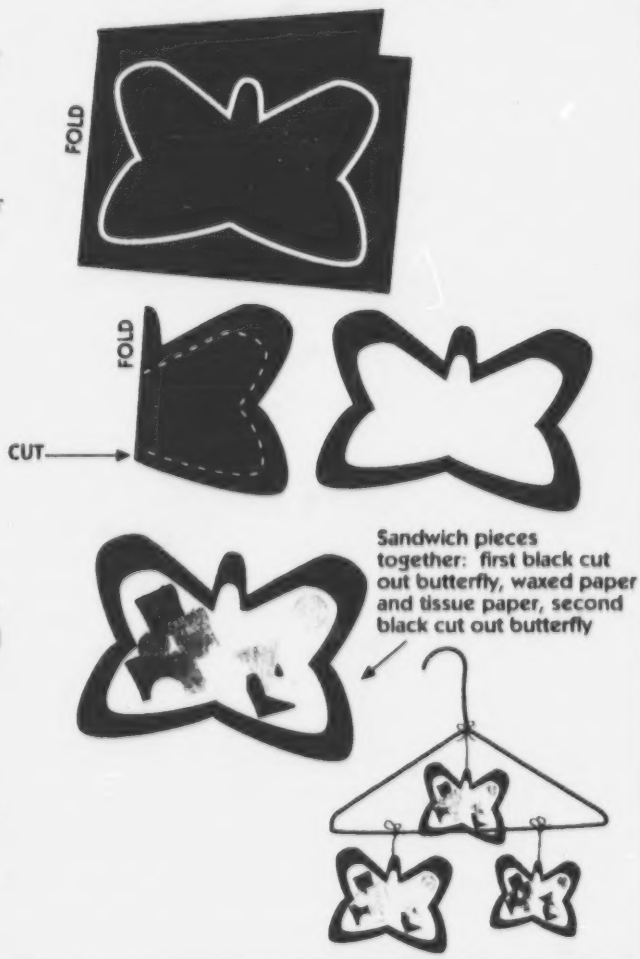
glue

string

coat hanger

What to Do:

1. Invite children to help you tear up tissue paper of different colors into pieces of about an inch.
2. Show them how to dip a brush into liquid starch and spread it on a piece of waxed paper.
3. Let them pick up one of the pieces of tissue paper at a time and put it on the waxed paper. It will stick. Repeat with different pieces; when they overlap, children will discover a new color has appeared.
4. Periodically apply more starch.
5. When the page is covered with tissue paper, set it aside to dry.
6. Fold pieces of black paper in half and draw a butterfly. Cut out two identical butterflies.
7. Fold the two butterflies in half and cut 1" from the edges to remove the wing sections. Open.
8. Place a piece of the tissue on waxed paper on top of one butterfly outline; cut around the edge, add glue and top with the second butterfly to create a black butterfly frame with colored tissue paper wings.
9. Repeat process to make other butterflies.
10. Punch a hole in the top of each butterfly, attach a string and tie onto a coat hanger.
11. Hang the mobile where it will be hit by the light and the baby will enjoy the butterflies.


FOLD
FOLD
CUT
Sandwich pieces together: first black cut out butterfly, waxed paper and tissue paper, second black cut out butterfly

IN THE BOOK CORNER:

- *Young Naturalist Pop Up Handbook: Butterflies* by Robert Sabuda (Hyperion)
- *Waiting for Wings* by Lois Ehlert (Harcourt Brace)
- *The Butterfly Alphabet* by Brian Cassie (Charlesbridge)
- *Charlie the Caterpillar* by Dom Deluise (Aladdin)
- *The Butterfly House* by Eve Bunting (Scholastic)

This June at www.familytlc.net

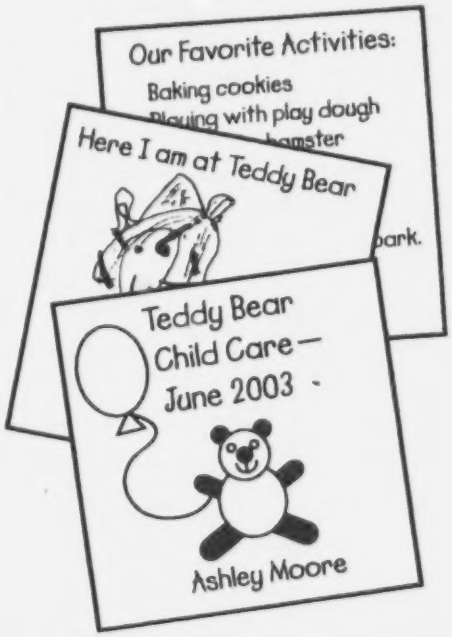
▲ **TWO'S**
Summer: Footprint Butterflies

▲ **THREE-FOUR'S**
Summer: Caterpillar and Butterfly Salad

▲ **FIVE-SEVEN'S**
Crafts: Tissue Paper Butterfly Sun Catcher
Summer: Raising a Butterfly

MAKE A YEARBOOK FOR EACH BUTTERFLY

Even if some children are attending your program in the summer, it is important for everyone to have a sense of closure to ease their transition into summer. Making a yearbook is one way to look back on the year. All that is necessary is a photocopier and a small amount of your time and possibly an older child or adult volunteer, depending on the number of young children you have. One easy format includes:



- ○ Title page with the name of the program and year
- ○ A list of favorite activities dictated by the group
- ○ A self-portrait
- ○ A drawing and dictation about a favorite activity
- ○ A drawing of friends
- ○ Your profile which includes a photo and child-dictated description

The self-portrait and drawing pages will be blank except for headings such as *Here I am at (name of your program)* and *At (name of your program) I like to:*. These will be completed after the yearbook has been copied.

Pages can be photocopied and the yearbook can be stapled together with a cover. Wallpaper, laminated construction paper, or 28-lb. cover stock from a print shop all work well.

Once the yearbooks are assembled, children can work on the drawings. Each yearbook is really personalized and families will cherish them forever!

Ideas: Susan Entz
Art: Catherine Minor, Debby Dixler, Nina Woldin

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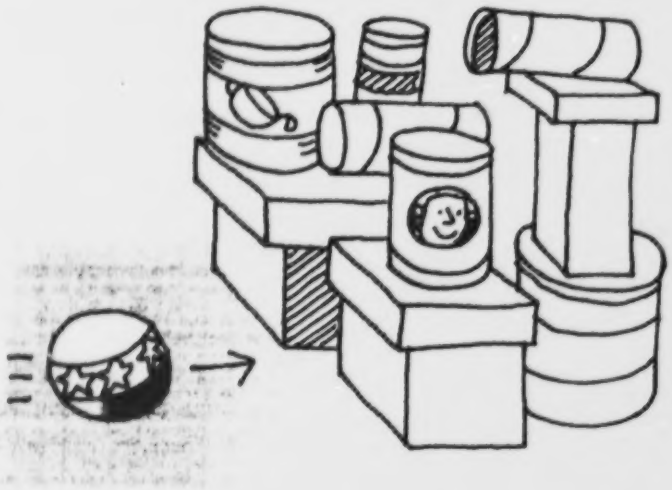
BOWLING FUN FOR ALL AGES

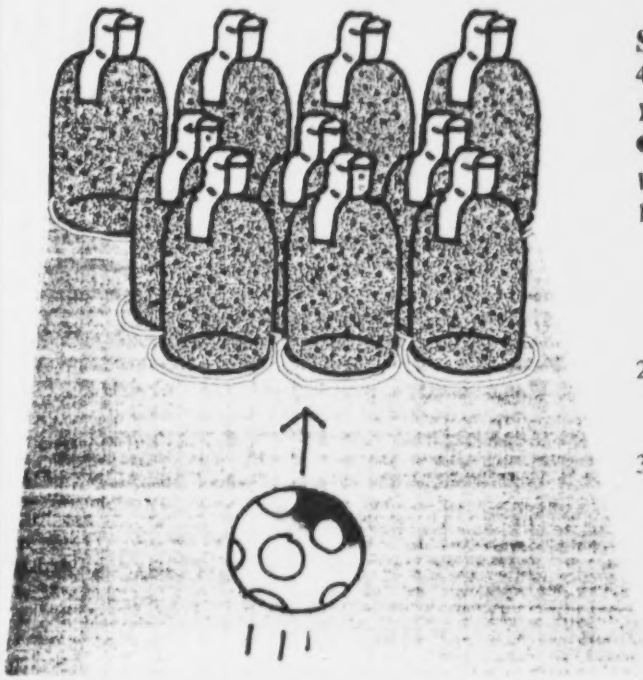
BOWLING WITH BOXES—
2 years old and up

You'll Need: boxes—shoe boxes, empty food boxes, large coffee or oatmeal containers, potato chip tubes ● large ball

What to Do:

1. Invite children to stack boxes and containers as they wish.
2. Have them go back several steps and roll the ball to knock over the structure they created.



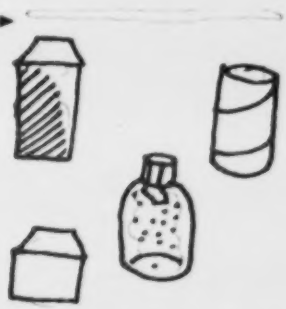


SODA BOTTLE BOWLING—
4 years old and up

You'll Need: 10 plastic, liter soda bottles ○ sand ● funnel ● plastic measuring cup ○ ball ○ chalk

What to Do:

1. Put the funnel in a soda bottle. Invite children to use the measuring cup to pour sand into bottle. Repeat with all of the bottles to make them stable. Securely close all bottles and cover bottle tops with tape.
2. Trace circles on the ground with chalk so that children will know where to place the bottles. Let them place the bottles on the circles.
3. Invite children to roll the ball from several feet away and see how many bottles they can knock over.



OBSTACLE COURSE BOWLING—school-age children

You'll Need: soda bottles with sand ● chalk ● boxes—shoe boxes, empty food boxes, large coffee or oatmeal containers, potato chip tubes ● ball

What to Do:

1. Draw a line with the chalk 15 to 20 feet from children.
2. Let children set up the bottles, boxes, and containers scattered around between the children and the line.
3. Challenge each child to roll the ball across the line without knocking over any of the boxes.

IN THE BOOK CORNER:

RESOURCES:

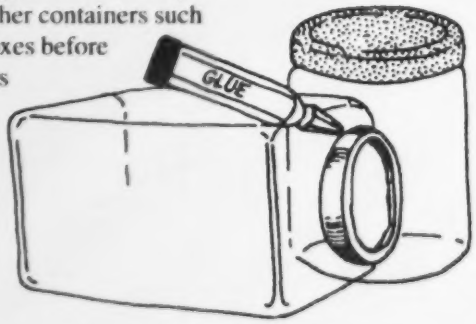
- *Learn and Play the Recycle Way: Homemade Toys That Teach* by Rhoda Redleaf (Redleaf Press)
- *Making Toys for Infants and Toddlers* by Linda G. Miller (Gryphon House)
- *Partners in Play: Homemade Toys to Enrich Playtime for Toddlers* by Rita Anderson (Partners Press)

This June at www.familytlc.net

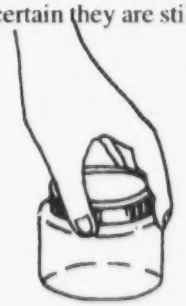
- **TODDLERS**
  Movement: Toy Walk
- **THREE-FOUR'S**
  Games: Balancing the Ropes Game
- **FIVE-SEVEN'S**
  Games: Skydiver Toy

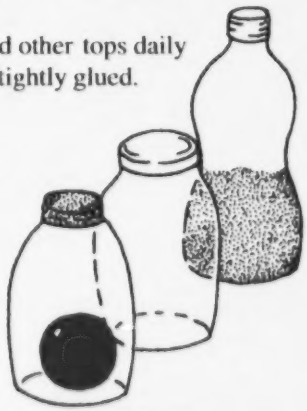
SAFETY TIPS FOR HOME-MADE TOYS

1. Securely glue on bottle tops and tops of other containers such as oatmeal boxes before giving the toys to children.

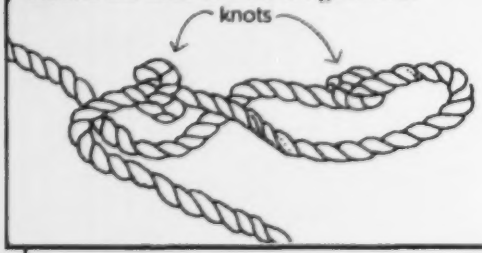


2. Check bottle tops and other tops daily be certain they are still tightly glued.





3. Be sure that any toys with strings have knots in the string at every 6 inches so children cannot put the strings over their heads. Anything a child can tie around his neck is a choking hazard.



4. Check all items used with children to be certain they are non-toxic and children cannot choke if they place the objects in their mouths.

Ideas: Barbara Backer

Art: Nina Woldin, Debby Dixler, Catherine Minor

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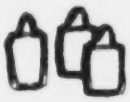
Baseball Snacks for Dad

How about helping children make some special snacks to take home for Father's Day?

You'll Need:

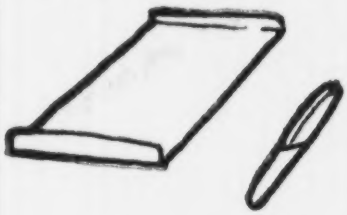
refrigerator cookie dough



food colorings

sesame seeds

red and yellow decorator gels



cookie sheet

plastic knife

3 medium mixing bowls

small bowl for seeds

spatula

cutting board

What to Do:

1. On a cutting board, use the knife to divide the dough in half. Divide one half in half again.
2. Place one half of the dough into a bowl.
3. Place the remaining pieces of dough into separate bowls.
4. Put in one to two drops of red food coloring to color one of the smaller pieces of dough reddish-brown to resemble the color of hot dogs.
5. Color the other piece of dough brown to resemble the color of hamburgers by mixing a few drops of red and blue food coloring.
6. Invite children to sprinkle some flour on the cutting board, and roll pieces of the reddish-brown dough into small hot dog shapes, each about two inches long.
7. Let them shape pieces of the brown dough into small hamburger shapes, each about two inches around. Try to shape the cookies so that they are not too fat or they will not bake through properly.
8. Encourage children to roll out hot dog rolls from the uncolored dough. Press a dent into the dough and fit a "hot dog" in each one. Press sesame seeds onto one side of each bun.
9. Let children pat out hamburger rolls (rounded tops and thin bottoms) from the uncolored dough. Place a "hamburger" inside each one. Press sesame seeds onto the top of each bun.
10. Bake the cookies following the directions on the package.

IN THE BOOK CORNER:

- *Papa, Please Get Me the Moon* by Eric Carle (Simon & Schuster)
- *My Dad Is Awesome* by Nick Butterworth (Candlewick)
- *Just Me and My Dad* by Mercer Mayer (Golden)
- *The Daddy Book* by Todd Parr (Little, Brown)
- *Sleepy Me* by Marni McGee (Simon & Schuster)

This June at www.familytlc.net

▲ **TWO'S**
Summer: Cookies for Daddy
Father's Day Picture

▲ **THREE-FOUR'S**
Summer:
A Father's Day Card for My Dad

▲ **FIVE-SEVEN'S**
Summer: Happy Father's Day Card

AFTER-SCHOOLER IDEA: Photo Magnets

You'll Need: discarded magnetic business cards (or magnetic tape available at craft stores) ▲ wallet-sized photos of the child and Dad ▲ pencil ▲ scissors ▲ fabric or wallpaper scraps ▲ glue

What to Do:

1. If possible, print out these directions. Read them through with children before they begin.
2. Encourage children to gather everything you'll need.
3. Let each child choose the photos he wants to use.
4. Let him glue photos to magnetic business cards.
5. Using a pencil, show children how to draw a wavy or zigzag line down one vertical edge of one photo (but not so it cuts into the subject in the photo). Have them cut along this line (A).
6. Invite children to place this cut photo right beside the other photo. Move the photo so that the cut edge slightly overlaps the edge of the other photo.
7. Challenge children to use a pencil to trace the cut line onto the second photo. Cut along this pencil line. He can then display photos on the refrigerator so the cut edges fit together (B).

Ideas: Susan Entz
Art: Catherine Minor, Nina Woldin, Debby Dixler

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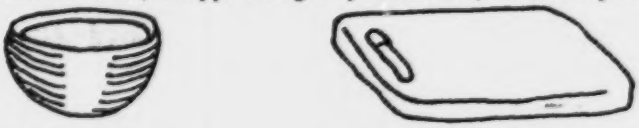
FRIENDSHIP FRUIT SALAD

You'll Need:

variety of fresh fruit (one type brought by each child) lemon juice paring knife (ADULT USE ONLY)

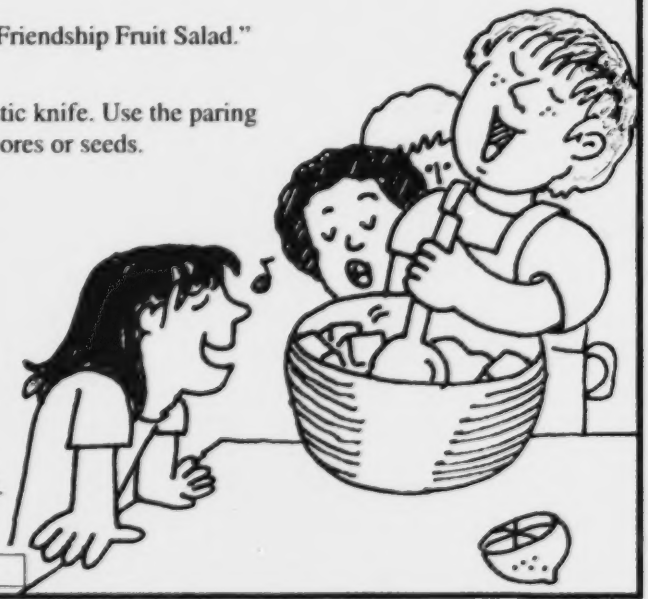


mixing bowl cutting board plastic knife for each child

What to Do:

1. Invite each child to bring a favorite fruit to make a "Friendship Fruit Salad."
2. Encourage children to wash the fruits in the sink.
3. Help children cut their fruit into pieces with the plastic knife. Use the paring knife (ADULT ONLY) when necessary to remove cores or seeds.
4. As they work, teach children this song.
   (Tune: "Row, Row, Row Your Boat"):
   I have lots of friends,
   Here today with me.
   We laugh and play and sing all day.
   I have lots of friend—Hooray!
5. Invite children to sprinkle lemon juice on apples, pears, and bananas to prevent browning.
6. Let each child add his fruit to the bowl. Stir well.
7. Talk about the colors and tastes of each type of fruit.
8. Give each child a serving of this healthy snack.

CACFP CREDIT = 1 fruit/vegetable



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IN THE BOOK CORNER:

- *Goosie and Gertie* by Olivier Dunrea (Houghton Mifflin)
- *My Friend Rabbit* by Eric Rohmann (Millbrook)
- *The Best Friends Book* by Todd Parr (Little Brown)
- *Blossom and Boo: A Story about Best Friends* by Dawn Apperley (Little Brown)
- *Danitra Brown Leaves Town* by Nikki Grimes (Harpercollins)

This June at www.familytlc.net

- **TWO'S:** Music: Sing about Friends
- **FIVE-SEVEN'S** Crafts: Friendship Bracelet
- **EIGHT-NINE'S** Crafts: Bookmarks for Best Friends

INFANT CARE: The Social Baby

Babies, six months and older, are very social. They love to watch people doing things around them, so make sure that your babies spend lots of time around you and the other children. Be sure to talk to babies as you work and play. They will get excited and try to join in your conversations with babbling and coos.

Babies love to visit with other babies. They will notice each other and soon begin to copy each other's movements and sounds.

Babies at this age are becoming aware of "audience" reactions. They will smile and be silly in order to get a positive reaction from you.

Play a telephone game with the baby by pretending to talk to him on the phone. Then give him a turn. He'll be learning that carrying on a conversation and being social is fun.

Babies are developing their own identities as they begin to socialize. A baby's sense of self is affected by how she is treated by you and all of those close to her. She is also affected by how she sees people acting with each other.

Use the baby's name often as you play with her. Be sure to use the name she is called at home so she will identify with one name. Play games such as "Where's Sandy?" or "What's Baby's name?" Answer with the baby's name and soon she will be answering with sounds herself. It is a real step forward for the baby to recognize her own name.

Be careful not to push or force the baby to respond or overload her with attention. Pay attention to her cues so that you can respond to her needs and show her that you care for her.

Ideas: Sherry Burrell

Art: Debby Dixler

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Everyday TLC
TEACHING LEARNING CARING
PARENTS & KIDS TOGETHER

BASEBALL AND BUTTERFLIES

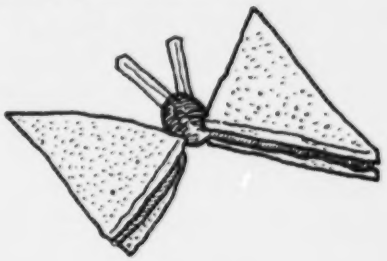
BUTTERFLY SANDWICH

Butterfly-shaped sandwiches turn an ordinary spring lunch into something really special.

You'll Need: plastic knife and a vegetable peeler ● egg salad, tuna salad, peanut butter, jelly, or luncheon meats ● bread ● lettuce and carrot sticks ● slices of cheese ● celery or olives

What to Do:

1. Let your child help prepare a filling: egg salad, tuna salad, peanut butter and jelly, or luncheon meats and cheese.
2. Invite your child to spread a filling on one piece of bread. Then top with a second bread slice.
3. Show your child how to cut the bread diagonally into two triangles.
4. With your child, create a butterfly shape with an olive or celery stick as the body and the sandwich triangles as wings. You might make some carrot curls with the peeler to decorate the wings or be antennae.
5. Place the sandwich on a plate and add a lettuce ruffle, if your child wishes, to show that her butterfly is perched on a leaf.



Baseball Snacks

You'll Need: refrigerator cookie dough ● food colorings ● sesame seeds ● red and yellow decorator gels ● cookie sheet ● plastic knife ● 3 medium mixing bowls ● small bowl for seeds ● spatula ● cutting board

What to Do:

1. On a cutting board, use the knife to divide the dough in half. Divide one half in half again.
2. Place one half of the dough into a bowl. Place the remaining pieces of dough into separate bowls.
3. Add one to two drops of red food coloring to color one of the smaller pieces of dough reddish-brown to resemble the color of hot dogs. Color the other piece of dough brown to resemble the color of hamburgers by mixing a few drops of red and blue food coloring.
4. Invite your child to sprinkle some flour on the cutting board, and roll pieces of the reddish-brown dough into small hot dog shapes, each about two inches long.
5. Let your child shape pieces of the brown dough into small hamburger shapes, each about two inches around. Try to shape the cookies so that they are not too fat or they will not bake through properly.
6. Encourage your child to roll out hot dog rolls from the uncolored dough. Press a dent into the dough and fit a "hot dog" in each one. Press sesame seeds onto one side of each bun.
7. Let your child pat out hamburger rolls (rounded tops and thin bottoms) from the uncolored dough. Place a "hamburger" inside each one. Press sesame seeds onto the top of each bun.
8. Bake the cookies following the directions on the package.

Ideas: Barbara Backer, Kathey Faggella
Art: Catherine Minor, Nina Woldin, Debby Dixler
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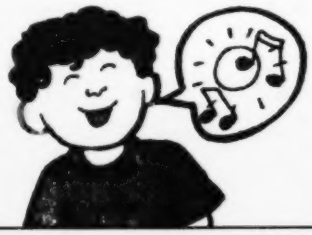
PLANS FOR JUNE

Activity	Week of June 2	Week of June 9	Week of June 16	Week of June 23
Circle Time				
Free Choice				
Learning Centers				
Creative Art Activity				
After-Schoolers				
Prep Work				

ALL FOR ADC 604
KAREN SMITH
ERIC/EECE UNIV OF IL
51 GRETY DR
CHAMPAIGN IL 61820

Everyday TLC
TEACHING LEARNING CARING



July 2003

For People Who Care for Young Children

GIVE KIDS A GOOD START... THEY'LL GROW SMART

Everyone who works with a young child is a teacher. You have both the wonderful opportunity and the important responsibility to teach and nurture the young children in your care. The years from birth through age five are a time of great growth and change. It is in these years that children develop the basic knowledge, understanding, and interests they need to reach the goal of being successful learners, readers, and writers. All young children deserve experiences that will help them to achieve this goal.

In fact, developmental scientists have found that the brain takes in a huge amount of information about language in the first year of life even before babies can speak. By the time babies speak or understand their first words, they know which particular sounds their language uses, what sounds can be combined to create words, and the tempo and rhythm of words and phrases.

There is a strong connection between how a child develops early in life and how successful that child will be later in life. For example, babies who are better at understanding and copying sounds at 6 months are better at other more complex language skills at 2 and 3 years and better at learning the skills for learning to read at 4 and 5. If a child learns the alphabet in kindergarten, that child is much more likely to be a good reader in tenth grade.

In order to be successful in school, young children need to:

- ○ develop language skills: lots of vocabulary, how to make sentences, how to best express their thoughts and ideas;
- ○ increase their knowledge: explore and discover the world around them;
- ○ become familiar with books and other printed materials;
- ○ learn letters and sounds;
- ○ recognize numbers;
- ○ learn to count.

When young children work and play in a program where they are spoken to and encouraged to speak constantly, they begin to develop the skills they need to learn how to read. Your program should also be full of print: books, magazines, newspapers, even labels on cans. Children can see the many uses of words and the importance of reading. A child who enters school without these skills starts behind and runs the risk of staying behind. It is up to caregivers and parents to make sure that "no child is left behind."

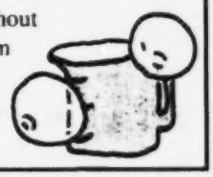
* adapted from *Good Start, Grow Smart: The Bush Administration's Early Childhood Initiative, Executive Summary*

Learn How to Use *EVERYDAY TLC* Everyday on
www.everydaytlc.com/howtouse.html

THIS MONTH IN *EVERYDAY TLC*

- ▲ Take Your Learning Outside
- △ Summer Reading Aloud
- ▲ Listen and Speak
- △ The Sounds of Summer
- ▲ Print throughout your Program

NO Learn-at-Home Training this month



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Everyday TLC
TEACHING LEARNING CARING

PARENTS & KIDS TOGETHER

See *Parents & Kids Together* in Spanish at www.everydaytlc.com

BOOKS TO READ

SUMMER

- *One Hot Summer Day* by Nina Crews (Greenwillow)
- *It's Summer* by Linda Glaser (Millbrook)
- *HISSSS!* by Mick Inkpen (Red Wagon)
- *Summersaults* by Douglas Florian (Greenwillow)
- *The Coolest Place in Town* by Kathy Caple (Houghton Mifflin)

READ-ALOUD FAVORITES

- *The Very Hungry Caterpillar* by Eric Carle (Philomel)
- *Guess How Much I Love You* by Sam Mcbratney (Candlewick)
- *Goodnight Moon* by Margaret Wise Brown (Harperfestival)
- *Maisy's Big Flap Book* by Lucy Cousins (Candlewick)
- *My Big Book of Everything* by Roger Priddy (DK)
- *The Cat in the Hat's Great Big Flap Book* by Dr Seuss (Random House)

EXPLORING NATURE

- *Around the Pond* by Lindsay Barrett George (Greenwillow)
- *Come on Rain* by Karen Hesse (Scholastic)

YOUR CHILD'S FIRST TEACHER

You are your children's "first teacher." You have the important responsibility to teach and nurture your young child or children. From birth through age five children grow and change a lot. In these years, children develop the basic knowledge, understandings, and interests they need to become successful learners, readers, and writers. All young children deserve experiences that will help them to reach this goal.

In fact, developmental scientists have found that the brain takes in a huge amount of information about language in the first year of life even before babies can speak. By the time babies speak or understand their first words, they have become familiar with the sounds of their language, what sounds can be combined to create words, and the tempo and rhythm of words and phrases.

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When young children live in a home where they are spoken to and encouraged to speak constantly, they begin to develop the skills they need to learn how to read. Your home should also be full of print: books, magazines, newspapers, even labels on cans. Children can see the many uses of words and the importance of reading. A child who enters school without these skills starts behind and runs the risk of staying behind. It is up to parents to make sure that "no child is left behind."

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DON'T FORGET TO VISIT:
www.familytlc.net for lots of activities to do with your child!

Everyday TLC
TEACHING LEARNING CARING

Week One
June 30, 2003

For People Who Care for Young Children

LEARNING GOES OUTDOORS

The same "basics" of indoor learning centers apply to outdoor learning areas.

○ Items in an area should relate to one another
● Toys should be "hands-on"
○ Learning center items should appeal to the five senses
○ Play areas should be geared to children's ages, abilities, and sizes
● Play items should be stored in an organized way and displayed attractively
○ Learning centers should be safe

Here are some ideas to get you going. Some of the learning centers suggested can be left outside overnight. Others you will want to keep on wheeled carts (such as utility carts) or wagons so they can be pulled inside and out depending on the weather.

ART OUTDOORS

△ In a protected area, set out paint easels. One-sided paint easels can be hung on chain link fences using two "S" hooks fitted into holes drilled in the top of the easel. If you don't have an easel to bring outside, use clothespins to hang easel or butcher paper on chain-link fencing. Group murals or individual pictures can be painted on these.

△ A small table or picnic table can become a collage area. Plastic milk crates, stacked together and attached using rope and pipe cleaners can be used to create shelving to hold materials such as scissors, glue, paper, and collage materials.

▲ You can create drawing areas by giving children chalk or water-based markers to decorate sidewalks and driveways. Large sheets of paper can put on the ground so that children can draw group murals. Pieces of bark naturally shed from birch and sycamore trees. Children can use these for drawing or writing, just as early Native Americans did.

△ Your chain link or wood rail fence can also be used for art weavings. Children can collect natural items such as leaves or dry stems and weave them in and out of links to create patterns. They can also use strips of cloth, crepe paper, or tinsel for weavings.

MORE OUTDOOR LEARNING

DRAMATIC PLAY OUTDOORS

Use outdoor play structures to encourage children to pretend.

● Do you have a wooden bridge on your climbing structure? Act out "The Three Billy Goats Gruff." Climbing structures with fire fighter poles are great for pretending. Collect props for children to become any of the following: forest ranger, veterinarian, garbage collector, bus driver, construction worker, archaeologist, farmer, and so on.

● Give children water, soap, hose, rags, and buckets and they can play "car wash" as wagons and Big Wheels come through their "business." Let children use a cash register and make play money for "tokens."

● The sandbox is a great area for dramatic play. Give children plastic dinosaurs, farm animals, or kitchen utensils to set the stage!

BLOCK PLAY OUTDOORS

● Large hollow blocks--plastic or wooden--are great for making BIG block buildings. Add a variety of objects to make the block play more interesting, including old car tires, splinter-free wooden planks. Children can use the blocks to create buildings and obstacle courses for Big Wheels.

● Large waffle-type block panels are great for making houses and castles. Let children use plastic milk crates to create huge forts.

◕ In a grassy area, you can put a blanket on the ground. Add small table blocks. Add props such as plastic farm animals, sea creatures, people, or transportation vehicles to encourage children to be creative. You can also add some of these items: empty paper towel cardboard rolls, and plastic berry baskets.

SCIENCE AND MATH

◍ Create a "wind center" by hanging wind socks, streamers, kites, wind chimes, and whirligigs from a play yard tree. Place a weather vane nearby. Set up a clothes washing station for dolls' play clothes. Let children wash clothes and then hang them from a clothesline. How does the wind help dry the clothes?

● Create a backyard nature habitat in your play yard. Place a bird feeder and birdbath in a quiet area. Encourage children to observe this area everyday.

◍ Water and bubble play can be an everyday experience when you have a WATER TABLE. If you don't have one, put out large plastic wash tubs, or individual dishwashing tubs. Add items to the water table such as funnels, water wheels, and different sizes of plastic measuring cups. For simple bubble making, give each child bubble solution in an empty orange juice can along with a straw. Children can use a variety of items for dipping into dish pans of bubble solutions: plastic rings that hold pop cans into six-packs, plastic berry strainers, wire hangers, bent pipe cleaners, and cookie cutters.

● Create a COLOR CORNER. Include a prism. Can children make a rainbow? Can they make a rainbow from the spray of a water hose? Give children color paddles to look through. Set out kaleidoscopes. Put out old muffin tins so children can sort rocks or flowers of different colors. Hang colored cellophane on fencing or over windows for children to look through. Provide plastic containers, food coloring, water, and plastic eye droppers for children to experiment with.

○ The COLLECTOR'S CORNER can be an area where children collect nature items and put them on display. Items may include: rocks, leaves, fossils, seeds, flowers—anything children might take an interest in collecting. (A revolving display case for watches is perfect for containing and viewing collections.)

TABLE GAMES AREA

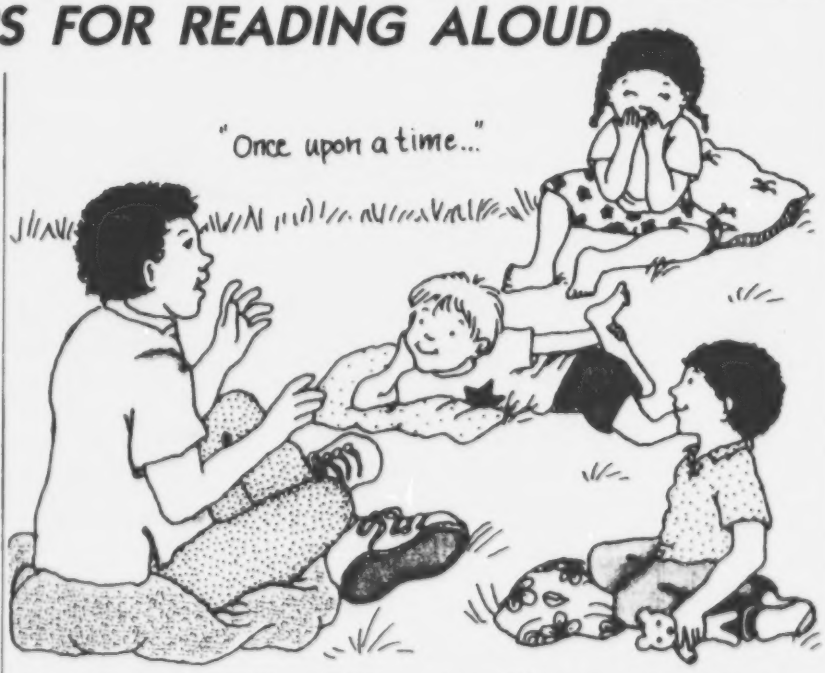
In an area sheltered from the wind, children can play table games outside. Be sure to place this area in a shaded spot. A blanket, picnic table, or card table make good playing surfaces. Puzzles can be put together on portable TV trays or bed trays.

Everyday TLC
TEACHING LEARNING CARING

Week Two
July 7, 2003

For People Who Care for Young Children

15 TIPS FOR READING ALOUD



Lazy summer days sometimes become busy days. Young children get tired easily during active outdoor adventures when the weather is warm. They need a quiet time in their day--a time to relax and unwind, a time to sit in the shade of a tree with a good story. Share the magic of words this summer by creating an open air reading area with outdoor cushions or mats, a basket full of colorful books, and soft toys.

1. Tell and retell favorite stories. Let children help decide which stories are told, either by group vote, or by taking turns. Give children as many choices as possible.

2. If you order books from a book club, you might read descriptions and show children pictures of a number of books offered. Vote on which ones to order.

3. Read books YOU enjoy with your children. Adults, who are excited about reading, pass the excitement on to their children.

4. Begin story time with warm-up activities such as fingerplays, songs, rhymes, and poems that children know. Try *Read-Aloud Rhymes for the Very Young* selected by Jack Prelutsky (Alfred A. Knopf) and *You Read to Me, I'll Read to You* by John Ciardi (J. B. Lippincott). Children will enjoy the humor and nonsense poems. Use these also when waiting for turns in the bathroom, waiting for lunch, or at the end of the day.

5. Before reading a book, look at the art and discuss what the book might be about. Help children notice the cover, title page, and author's name. After reading, talk about the story: the characters, what happened to them, and any new words.

6. "Big books" are great for story time, especially if the storyteller knows the story well enough to tell rather than read it so that children can enjoy the large pictures. Be sure to hold the book so that children can see the pictures easily.

7. Point out any patterns or repeated words or phrases in the story. For example, in *"The Gingerbread Man," "Run, run, as fast as you can. You can't catch me. I'm the Gingerbread man."* Children enjoy repetition.

8. If the stories are predictable such as "The Three Bears," let children help tell the story, act it out, clap, or make animal or mood sounds. As you read, stop before a predictable word and ask children to guess the word.

More Tips

9. Vary the length, style, and theme of the books and stories you share so that children get to know a wide variety of books and stories. Sometimes challenge them with books or stories that are above their age level.

10. Plan an activity about an idea in a book.

- Make a story map of the setting of the story.
- Help children think of five words that tell about the story.
- Let children pretend to interview one of the characters on TV. (Yes, even small children can do this.)
- Plan a party or picnic for one of the characters.

11. On dry days, put out a tape player with story tapes for a child or small groups of children to listen to in quiet corners. These are most effective AFTER the story has been read or told a few times. This activity helps children develop listening skills.

12. Ask other adults or older children to act as storytellers. Parents, school-age children, and grandparents all have different styles of telling stories. Children develop listening skills as they hear different ways of telling a story. Recruit parents as partners in lots of learning activities.

13. Take a field trip to the library, and encourage parents to take their children regularly. Give children the idea that books are "friends," and need to be taken care of.

14. Encourage parents and grandparents to give children books as birthday, holiday, and "Because I love you" gifts.

Wear A Story Hat

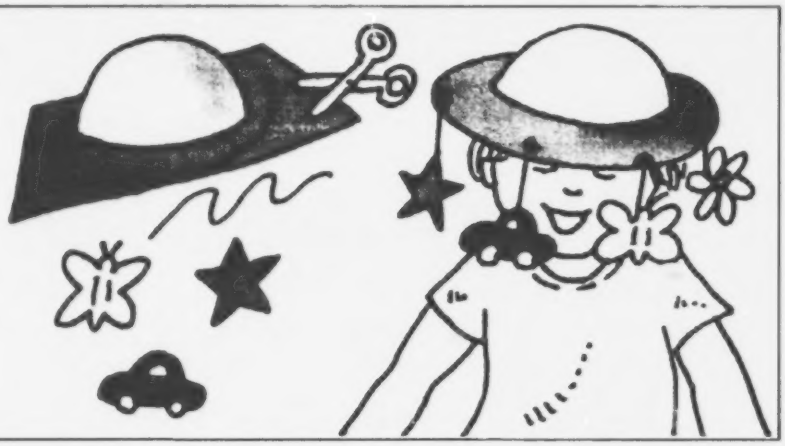
15. Gather children in a circle and put on your special Story Hat. This hat will have a wide brim with objects such as stars, a sun, feathers, or animals hanging from it on strings.

Ask children to choose an object, and you will tell its story. (Be sure to have a short story about each item on your hat.) The legend of this Story Hat comes from West Africa and states that when the storyteller wears this hat, the "stories are in his head and the table of contents is on his hat." This hat is worn by the storyteller when telling his tales.

Each child can make her own story hat. Children can hang a picture or object representative of each story that they write. By the end of the unit, their story hats will be filled with stories.

MAKE A STORY HAT

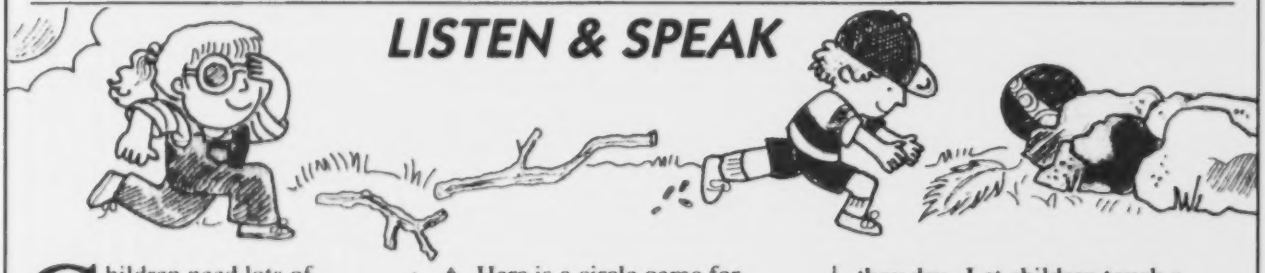
To make the story hat, turn a paper bowl upside down on a piece of construction paper. Trace around the bowl. Measure a larger circle three inches out from the edge of the bowl. Cut out the large circle and then cut out the center of this circle to form a brim for the hat. Staple this brim to the hat and let children decorate it. The bowl you choose should be big enough to fit a child's head.



Everyday TLC
TEACHING LEARNING CARING

Week Three
July 14, 2003

For People Who Care for Young Children



LISTEN & SPEAK

Children need lots of chances to talk and to listen during their early years in order to develop the language skills they need to be successful as they learn to read and write. This summer, play games and take walks to give children practice in:

- ◇ listening
- ◇ speaking
- ◇ asking and answering questions
- ◇ following and giving directions

GAMES FOR TODDLERS

Learning to listen and follow game directions is a big step for toddlers. Understanding usually comes somewhere between the ages of two and three.

△ All games are fun when music is a part of them. Ask children to hold hands in a circle and move around and around to a favorite song. After a few times, change directions or drop hands. You can also change the activity by asking children to gallop, skip, or trot instead of walking. (This simple activity prepares the way for circle games, which are really hard for younger toddlers to understand.)

▲ Here is a circle game for toddlers. Put a laundry basket in the center of the playground and sing the directions. (Tune: *"Pop Goes the Weasel!*).

Round and round the basket we run
Everyone's chasing me.
Turn around and I'll chase you,
I'll catch everyone I see.

(Everyone gets to run at the same time!)

△ Read *Too Much Noise* by Ann McGovern (Trumpet Club), and make up your own story about distracting noises inside (perhaps the sound of fans, outside traffic, squeaky doors, footsteps, and so on). Go outside. Invite children to lay on the grass and listen to nature's noises. Can they hear leaves swishing? What other sound do they hear? Can they hear the birds singing? Can they make sounds like the birds?

▲ Play Follow the Leader. Walk around your play yard or the neighborhood. Invite children to touch something that is sun-warmed; then touch another object in the deep shade. Direct them to dip their hands in a bucket of water and wave them through the air until they dry. Let children touch a flower petal gently; then touch rough bark. Look up and down. Smell pine needles and then flowers.

△ Go on a toddler scavenger hunt. Make a list of items that are not too hard to find, and find them together as a group. If your hunt takes place on a walk, remind children that we pick up only what we've grown, and we always leave our trail better than we found it. Items can be pointed out or (if litter) picked up. Ask children to find:

- ◆ Something soft
- ◇ Something shiny
- ◆ A feather
- ◇ An interesting stick
- ◆ Something round
- ◇ A seed

Sing a song with your children to sharpen observation skills. (Tune: *"Are You Sleeping?"/ "Frere Jacques"*):

Look around you,
Look around you,
What do you see?
What do you see?
Jason sees a ...
Mary sees a ...
I see you
And you see me.

Nature Walks

Use daily walks to help children practice observation skills and awareness of the environment. Talk as you walk, encouraging children both to listen and ask questions.

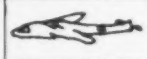
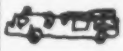
▲ First plan a listening walk. It doesn't have to be a long walk; but warn children that they may use only their ears (not their voices), and that they must try to remember every sound they hear. When you return from your listening walk, list all the sounds you remember, and then make a simple graph of the sounds you heard more than once. Perhaps everyone heard an airplane, and many noticed muted traffic sounds. A few might have heard an insect. Becoming aware of nature with all of the senses is a skill children must practice.

▲ Make a giant list of all nature treasures you can find on another walk. Invite children to help you add to it everyday, trying to find as many treasures as possible. A butterfly, crawling insect, a bird in flight, a cat stretching, flowers, a nest; even the shape of a tree or a shadow counts. Each is a treasure. Sharp observation skills develop when we take time to look at the world around us with clear eyes. And children are developing language skills as they describe the treasures they find.

▲ Rainbow walks are fun. Prepare for the walk by making rainbow cards. Help each child paint a small semicircle of yellow in the center of an index card. Direct children to make an orange arch over the yellow one, then red, purple/violet, blue, and green arches, one on top of the other.

On your next walk, ask children to take along their rainbow cards and look hard to find all the colors of the rainbow in nature.

▲ Plan a walk around one theme. For instance, on one walk, look only for different colors of butterflies. One the next walk, look for insects or birds, or plants with flowers or seeds.

Sounds:	Birds	Cars	Bugs	Airplanes	Dogs	Fire Engines
Name:						
Taylor	✔	✔		✔		
Raj	✔			✔	✔	
Suji	✔	✔		✔		
Jeff	✔		✔	✔		
Soo-Min	✔	✔		✔	✔	
Ted	✔	✔		✔	✔	
Maria	✔		✔	✔	✔	
Sasha	✔			✔	✔	

Focusing on one category at a time helps children develop observation skills. Also children will practice following directions. As always, encourage children to talk about whatever they see.

▲ Ask children to become detectives who are searching for missing animals. Search for traces of animals that you cannot see. Look for animal and bird tracks in patches of soft earth; find leaves with tiny holes that have been eaten by bugs, insect casings and shells, abandoned nests, owl castings, bits of egg shells, and bark tracings made by beetles. Use magnifying glasses to examine these clues without disturbing them.

▲ Draw and don't touch. Carry art supplies for your group in a backpack. When you or the children find a comfortable and scenic spot, give each child a small pad or heavy paper square and pencil, and ask him to make a sketch of a single flower, crooked tree, or the view. When you return inside, encourage the young artists to complete their pictures with colored pencils, watercolors, or crayons. Then ask them to describe their pictures as you write down what they say under (or on the back of) the drawings.

▲ Search out pleasant and unpleasant smells on another walk. Invite children to help you list them. Which smells are part of nature and which are made by humans?

▲ Pick up trash (safely) as you walk. Back inside, divide the trash into two piles, deciding what kinds of trash break down quickly to become part of the environment, and which do not. If you have a camera, you might also take before and after photos of the area. It will be a strong reminder that litter does not add beauty to nature.

Everyday TLC
TEACHING LEARNING CARING

Week Four
July 21, 2003

For People Who Care for Young Children

THE SONGS OF SUMMER

"Five little ducks..." The melody may be a little shaky, and YOU may be doing most of the singing, but everyone's having fun and the field trip drive seems shorter. Singing is a play activity that goes everywhere with children. Music brings together people of all ages and cultures. It's the world's most common language and it is, many experts believe, the first language that humans recognize. Babies sleep more soundly when someone sings a favorite lullaby. Toddlers bang spoons on their high chairs in perfect time to songs on tape. They can copy the tunes on TV. Long before pre-schoolers begin "real reading," they can sing the ABC song.

Teachers have realized for a long time that music has a real effect on learning. There is a solid relationship between music and basic skills. Because music affects both the left and right sides of the brain, it involves the whole child. This summer, use music to help your children develop pre-reading and writing skills.

MUSIC HELPS CHILDREN DEVELOP CREATIVITY

○ Children who learn songs often change words to meet their own needs. The tunes form the framework for their creativity. Encourage children to help you compose new words for favorite tunes. When you're washing before snack, "If you're happy and you know it" can become: *"If you're dirty and you know it."* *"The wheels on the bus"* can become "the leaves on the trees."

○ Let children clap a beat for a rap you write together. Or encourage them to make body movements to match the music.

○ Ask questions such as: *"What's the quietest thing you can be? A breeze? A butterfly?" "What is the loudest thing? A police siren? A roaring lion?"*

○ Make up a sound story. (A rainstorm starts with soft hand rubbing and builds to hand clapping thunder and lightning.) Remember: creative pre-schoolers will grow into creative writers.

MUSIC HELPS CHILDREN UNDERSTAND LANGUAGE PATTERNS

○ *"Oh where have you been, Billy boy, Billy boy?"* go the words of the folk song. When you sing this song together, children begin to understand the process of questions and answers.

○ Songs such as *"The Eency Weency Spider,"* help children develop a sense of what makes a story. The main character has a problem which she solves by waiting until the sun dries up the rain.

○ Use songs such as *"She'll Be Coming Round the Mountain,"* to teach children about sequencing. (You don't wash the dishes until you eat the chicken!) As you sing together, your children will learn to copy story patterns learned from songs.

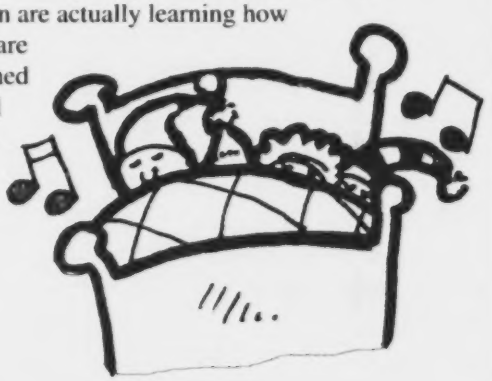
LEARNING WITH MUSIC

MUSIC IMPROVES LISTENING SKILLS

Sing lots of songs with children so that they'll begin to notice the differences between letter sounds and hear similarities in endings. This early ear training helps later with reading and spelling. Instead of learning *fun* and *sun* as two totally separate words, children who have had fun singing when they are very young recognize how the words sound the same and can learn them together.

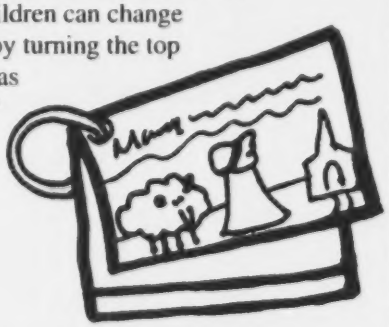
MUSIC TEACHES BASIC CONCEPTS

Whether they're counting down to *"one in the bed"* or up to *"three little witches,"* children learn many concepts when they sing. When you and your children sing, *"The bear went over the mountain; (under the bridge, between the trees,)"* they are learning directional words that are so much a part of the vocabulary needed for success in school. When you sing songs such as "B-I-N-G-O," children are actually learning how letters are combined to spell words.



MUSIC BUILDS A FOUNDATION FOR READING

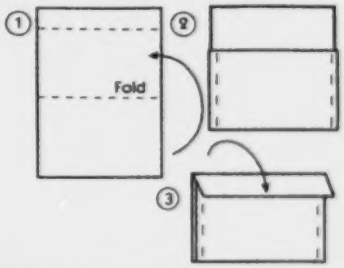
Make song cards to use when you sing. Make song "books" on 5 by 7-inch index cards. Draw a picture as well as writing the words. Punch a hole in the top left corner of each card and fasten the cards together with a large ring. Make "Big Books" of some of your favorite songs that have lots of verses. Write the words to the chorus on a whole sheet of chart paper. On half sheets, write down and let children illustrate the verses. Children can change the verses by turning the top half sheets as they "read" the songs.



MUSIC HELPS US UNDERSTAND THE WORLD

When a toddler sings *"Rock-A-Bye Baby."* He learns about blowing winds and breaking branches, and he learns to laugh at the thought of a baby and a cradle in a tree top. When your children strum on their imaginary "old banjos," they aren't just fiddling around. They are learning about their world, and what they learn through music will have a large effect on their success in school in the future.

Everyday TLC
TEACHING LEARNING CARING



Week Five
July 28, 2003

For People Who Care for Young Children

PRINT THROUGHOUT YOUR SUMMER

Print is all around children. On their toys, their clothes, posters, signs, of course in books. It is your job to make them aware of all these words and letters and how important print is in their lives. Children need to:

- become aware of all the print around them;
- understand that the words mean something;
- learn that print can be used in many different ways;
- practice writing themselves.

There must be plenty to do—lots of activities—and the time and space in which to do them. Children need open-ended materials and an atmosphere that nurtures and respects whatever they imagine. Always show real interest in what children have to express. You must be ready to turn a child's spoken word into the written word any time, any place.

LABELING

Labeling objects throughout your program is one way to bring attention to the written word. Don't wait to put your labels up until after children have gone home. Instead, let them help you. Give everyone who is interested a chance to label, but have them take turns. Small groups work best. Equip yourself with 1 1/2 inch wide strips of cardboard, a fresh marker, scissors, and clear packing tape. Ask children what they would like to label. You can do a few first to get them started. Each child takes a turn. You write the word on cardboard, snip it off, add masking tape, and give the label to the child to attach to the object. When you have finished, go around the room reading labels with children. At circle time, read all the labels with children.

OUTDOOR WRITING

Bring paper and markers outside so children can make simple signs and labels. Place a "dungeon" sign under the climbing equipment, or "under the sea" at the end of the sliding board. On another day, bury seashells, pebbles, or small plastic toys in the sand and post a "treasure" sign at the sandbox.

Challenge older children to bury the treasure again and draw a treasure map for the younger children to follow.

Label your garden "Mr. MacGregor's Garden." Or put a sign that says: "Troll's Bridge," on the monkey bars and watch children act out the story. Yellow squares of paper or cloth leading to an area labeled "Oz" will spark other ideas.

More Print—Indoors and Out

THE ART AREA

In your Art Area, inside or out, add a word, a sentence, even an entire story to a painting, collage, or drawing as children name and explain their work to you. Always have a marker in hand when taking a painting off the easel. Often children will tell you about what they have done.

Offer to write what children have said on their work for them. At times, they will simply name objects. At other times, they may give you a sentence or two. Place the word as close to the object as possible. Write wherever there is room. In time, a child's stories may become quite long. When they do, record the stories on a separate piece of paper and attach it to the picture.

Children like to share their words and pictures with others. Read their words to the group at circle time while each child holds ups her picture, then display their work on the walls. Some children may want to read their words themselves. Encourage them, but never force a child to do so.

For special summer art and writing, try some of these activities outside.

△ Tack a long piece of mural paper to an outdoor wall. Each child can have a place to work with crayons, markers, and brushes or sponges. Then add words.

▲ Let children color and write with chalk on the playground or the sidewalk.

△ Cover an outdoor table top entirely with blank newsprint. Have children work together, creating with words and pictures—a true group effort.

STORIES IN THE SANDBOX

Head for the sandbox for interesting stories. One idea: use wet sand to map your neighborhood. Draw blocks across the sand to make roads. Rocks, shells, and twigs could become buildings, parks, ponds. ... Once your "town" is built, help children make up stories about the people in town. One child can give directions to another. The townspeople (stones) can meet at the center square or march along the street.

Children love to tell about their creations--buildings, cities, airports, farms, roads, and houses. Take plenty of paper and a pen or marker that flows smoothly across the page. You'll be writing fast once your storytellers get going. Look for a child or children who seem to be ready to tell about what they have made. They should have put some time into their building, but not too long so they lose interest. Grab a large book or clipboard to lean on and plop yourself down right where the building is taking place. Ask if anyone would like to tell you about what is happening.

Many children will start talking right away; some may need a little help. Help them by asking questions. But instead of asking, *"What is this?"* ask about what you see. *"Why is the dinosaur on the bottom?"* Or *"How does the car get out of the sand?"* Ask about the process, *"Where did you start?"* or *"What part was the hardest to make?"* If more than one child is working, make sure that everyone gets a chance to add something to the story.

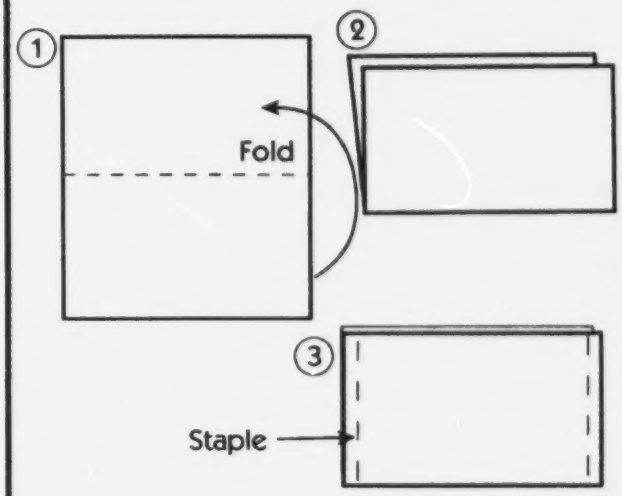
When you first begin writing down children's stories, make sure you write each child's words just as they are spoken. In this way, you show children that there is a relationship between what they say and what is on paper. When they understand this, begin to help make the child's expression clearer when you take down a story. You may do this by suggesting more complete and detailed sentences. A child might state, *"It goes here."* You might ask, *"The tiger goes to the top of the mountain?"* If the child agrees that is what was meant, you could ask, *"May I write that down?"*

Children love to take their stories home, so make copies for each builder in the sandbox.

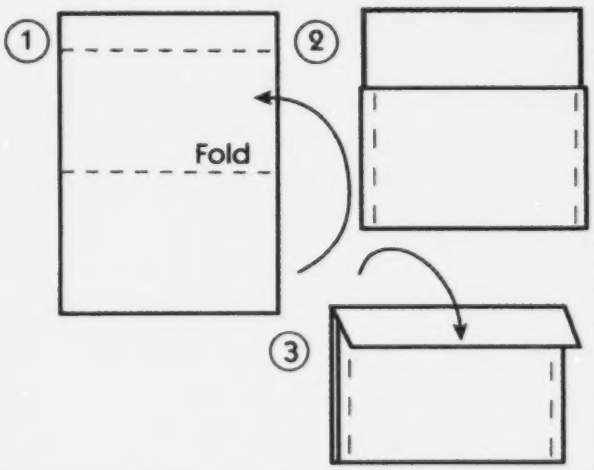
Take Your Writing Home!

Homemade envelopes, folders, briefcases, purses, and backpacks all signal to a child that her work is important, worth saving and sharing. These are simple to make and can be used to keep work organized and less easy to lose in a cubby or on the way home. After any of the envelopes below are completed, let children decorate them. Don't forget to include names.

For a **FOLDER**, take a large piece of paper, fold it in half, and staple or tape the sides closed.

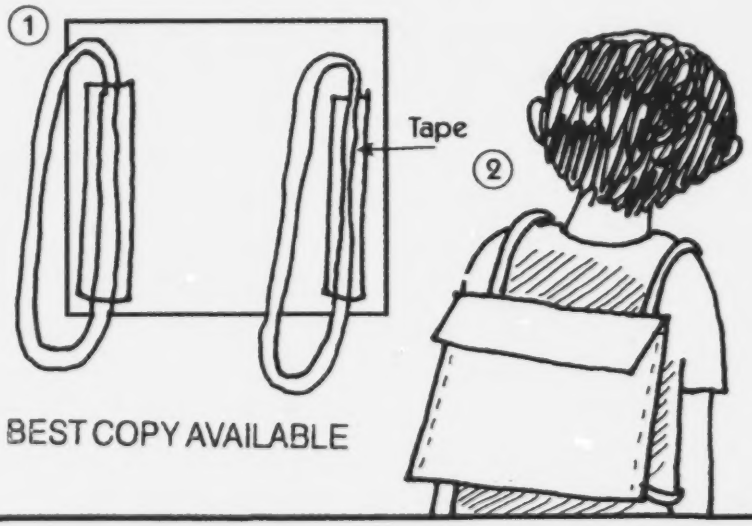


An **ENVELOPE** is just folded differently so that there is enough left over at the top to form a flap. The flap can be folded down and taped to further safeguard the child's work.



BRIEFCASES or **PURSES** are envelopes with a handle or handles or yarn added at the top.

A **BACKPACK** can be made by attaching two long loops of yarn at the sides of an envelope or folder. They must be large enough for children to slip their arms through easily.



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IN THE BOOK CORNER:

- *The Pigs Went Marching Out!* by Justin Rigamonti (Landmark)
- *Summer Discovery* by Drew Carson (Landmark)
- *My Town* by William Wegman (Hyperion)
- *My Duck* by Tanya Linch (Scholastic)

AFTER-SCHOOLER IDEA: *Write a Story about Me*

A journal is a collection of thoughts. It can be about events as well as feelings, hopes, and dreams. Create a snapshot of your soul with this photographic journal and family album. Invite school-age children to write about their summer adventures, things they have done with you, with their families, or places they have been or would like to go.

You'll Need: colored markers, watercolor paints, crayons, assorted decorations (stickers, ticket stubs, magazine pictures, pressed flowers, souvenirs) ● 2 pieces of cardboard ● assorted construction paper ● paper hole punch ● 3 lengths of ribbon: each 1 foot long ● computer, printer, or typewriter ● pen ● photographs ● glue

What to Do:

1. Print out these directions and help children read them through before they begin. Gather everything you will need.
2. Encourage children to decide what they would like to feature in their journal and choose their favorite family photos and magazine pictures.
3. Glue each photo or picture to a piece of construction paper.
4. Invite children to write a story or type captions about each picture.
5. Encourage them to cut out the writing and glue them in any fashion they choose on the same page as the picture. If the story is longer than a few sentences, the "author" can glue it onto another page opposite the photo. Be sure to leave a margin on the top or on the left side so that the journal can be assembled.
6. Let children decorate the photos and pictures with markers.
7. Suggest that children take the two pieces of cardboard, decorate them, and use them as the front and back covers.
8. Show children how to take a three-hole paper punch, punch holes in all the pages including the covers. Let them arrange the pages in the order of the story, and tie together with the child's choice of ribbon.
9. Children may also wish to give their stories a title.

Ideas: Patricia Moger, Barbara Backer, Kathy Faggella
Art: Catherine Minor, Debby Dixler
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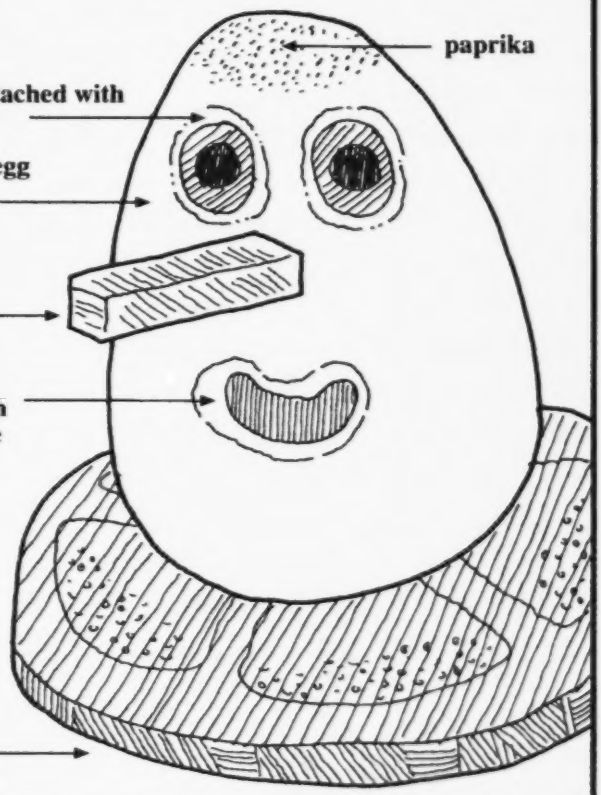
NURSERY RHYME RECIPES

HUMPTY DUMPTY

Help children learn familiar nursery rhymes as they make fun snacks.

Humpty Dumpty sat on a wall.
Humpty Dumpty had a great fall.
All the King's horses and all the King's men
Couldn't put Humpty together again.

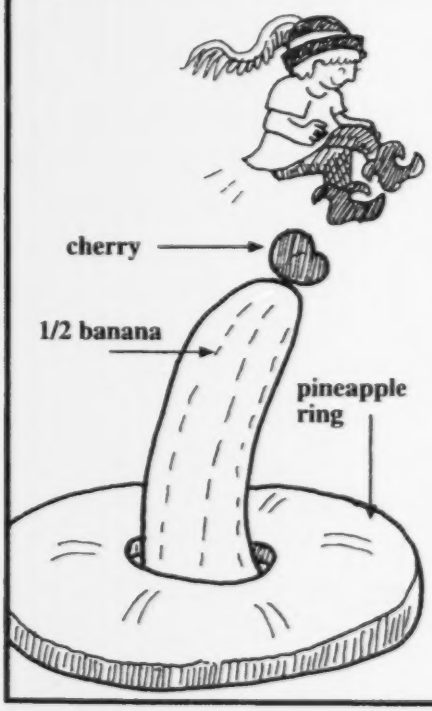


RECIPE: HUMPTY DUMPTY HARD-BOILED EGG (serves 1)

You'll Need: 2 olive slices ● 1 thin short carrot stick ● paprika ● 1 piece of radish ● 1 tomato slice ● mayonnaise (to stick features on egg) ● hard-boiled egg (peeled)

What to Do:
Let children make Humpty Dumpty using the foods above.

CACFP credit: 1 meat/alternate



JACK BE NIMBLE

Jack be nimble,
Jack be quick.
Jack jumped over the candlestick!

RECIPE: JACK BE NIMBLE CANDLESTICK (serves 1)

You'll Need: 1 cherry ● 1/2 banana ● 1 pineapple ring

What to Do:
Let children make the candlestick using the foods above.

CACFP credit: 1 fruit/vegetable

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IN THE BOOK CORNER:

TELLING STORIES WITH MUSIC

The next time you want your group to act out a favorite story, set the stage with a background recording of classical music. Music such as the "Waltz of the Flowers" from Tchaikovsky's Nutcracker Ballet Suite will add polish to your performance—and children will find it easier to act out the story line when the whole project includes beautiful music.

MUSIC AND REPETITIVE RHYMES

Look for books which feature rhymes that are repeated in the story, and then develop the rhyme as a song. For example, in the story of *"The Gingerbread Boy,"* instead of chanting: *"Run, run, run as fast as you can. You can't catch me, I'm the Gingerbread Man. I ran away from the Little Old Woman; I ran away from the Little Old Man; and I can run away from you; I can, I can,"* sing the rhyme, instead. You can either use a familiar tune that might be made to fit such as *"Twinkle, Twinkle Little Star"* or make a new tune up with children, working and learning one line at a time.

Chicka Chicka Boom Boom by Bill Martin, Jr. and John Archambault (Simon and Schuster), is a good example of a book which contains a rhyming verse that repeats throughout the story. When reading the book, invite children to sing the verse: *"Chicka chicka boom boom! Will there be enough room?"*

Children can play rhythm instruments as they sing or chant repeating verses.

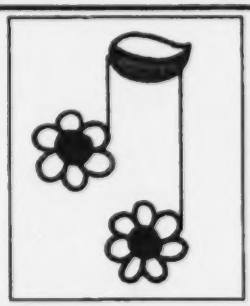
MUSIC AND REPETITIVE DIALOGUE

Begin by choosing books with phrases that repeat throughout the story. *Are You my Mother?* by P. D. Eastman (Random House) and *Ask Mr. Bear* by Marjorie Flack (MacMillan) are two good choices. Have children volunteer to act out the story by singing the various characters' parts. Don't ask children to put the words to a real tune—encourage them to sing the words in any sing-songy way they wish. Of course, if they are singing the part of the mouse, their singing voices should be higher than if they are singing the part of a cow or a bear.

Books with a question/answer format such as *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr. (Henry Holt), and *The Very Busy Spider* by Eric Carle (Philomel Books), can get your whole group singing. Just divide the group in two and have one group sing the questions (*"Brown bear, brown bear what do you see?"*), while the other group sings the reply. You could work out a melody ahead of time, or you could just lead the group (by being the loudest, strongest voice).

This month at www.familytlc.net

- **TODDLERS**
  Music: Baa, Baa, Black Sheep
- **TWO'S**
  Music: A Song about Sand
  Painting Fun Song
- **THREE AND FOURS**
  Music: The Sun Song
  Planting the Garden Song



Ideas: Margery A. Kranyik, Mary Beth Spann Minucci, Ellen Javernick

Art: Debby Dixler

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NATURAL QUESTIONS

Even if your own science knowledge is shaky, you can still use everyday conversations to help children understand that nature is an endless source of wonder.

◇ Pay attention to children's questions. *"Why?"* is a basic science question. When children begin asking *"Why?"* go outside to discover answers together.

◆ Even if you don't think of yourself as a naturalist, try to have fun with children outdoors. You may remember the fun you had when you were a child.

◇ Teach children both to enjoy and respect nature. This can be tricky. For example, we want children, to smell the fragrant flowers, but not to touch the poison ivy. It's up to you to learn about what's growing and living in your location. Then, with your guidance, children can learn that if they understand nature, they needn't fear it. They can learn, too, that an animal who stings or a plant that has prickers is not "mean," but is just trying to survive.

◇ Relate what you see to children's lives. Observations such as, *"Look! That squirrel is nibbling a nut. You like snacks too!"* can help children recognize things they have in common with the wildlife they're observing.

◆ Whenever possible, tell children the name for a specific plant or animal and relate it to what the child already knows such as colors or shapes. For example, you might say, *"See that bird over there? That's a cardinal. The color of its feathers matches the color of your red jacket."* Afterwards, don't drill children on the facts. Remember this is not Zoology.

◇ Don't make animals into humans. For example, instead of saying, *"That raccoon is looking at you because he is wondering why you won't button your jacket,"* say something more realistic such as, *"That raccoon is watching you. He doesn't know if you mean danger. That's a good thing because by being careful and not coming close he is protecting himself."*

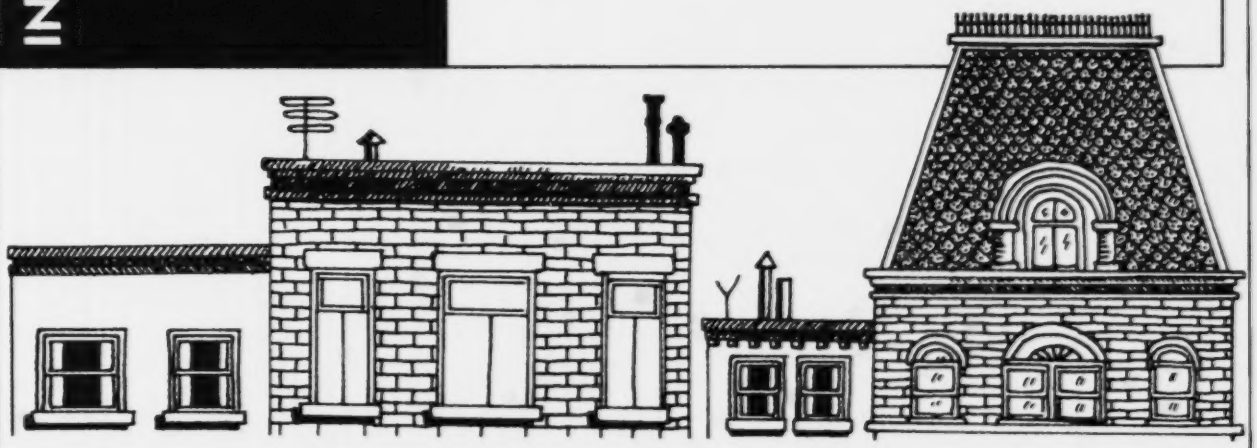
◇ Learn about the areas you visit with your children. For example, if a nature preserve asks you not to take away plant or rock samples tell children the reasons for letting things be. As a rule, discourage children from taking nature souvenirs that are still growing such as tree bark or wildflowers. Be sure children understand that trees and other plants are living things.

◇ Always offer lots of sensory, *"I wonder"* questions such as, *" I wonder why the leaf is shaped this way?"* Invite lots of guesses; then see if you can find out the answer. Be sure to tell children that some questions have no answers, and maybe they will be the ones to discover new answers!

◇ Always try to follow up on your observations. If, for example, in the pages of a picture book you spot the same flower you saw in your garden that morning, make the connection for children.

IN THE BOOK CORNER:

- *Listen Buddy* by Helen Lester (Houghton Mifflin)
- *Around the Pond* by Lindsay Barrett George (Greenwillow)
- *Bunny Business* by Nancy Poydar (Holiday House)
- *Come on Rain* by Karen Hesse (Scholastic)



CITY WALKS

No doubt about it, with plentiful plants and animals, the country is a garden of science delights. But don't sell the city short! For curious young children (and creative providers), the city offers its own treasure chest full of summer walks. Here are some ideas to get you started.

◆ Focus on what you hear! Listen very carefully. Invite children to become "sound detectives." The goal is for children to track down the origin of sounds they hear. Once you reach your destination, use a tape recorder to tape the sound. If you want to collect more "evidence," use an instant developing camera to photograph the scene: an ambulance, cement mixer, dog barking, street sweeper, and so on. After you return, play the tape at circle time. Can children recognize each sound? Can they select the correct picture to match their city sound? This can become an independent play activity long after your listening walk is over!

◇ Focus on what you see! Play with reflections! Encourage children to find their reflections in everyday household items: spoon, metal coffee pot or toaster, hand mirror, and so on. Can they make funny faces with their reflections?

Next go on a reflection walk. Walk past city stores with large front windows. Can children make their reflections dance? Play "I Spy" with the reflections. For instance, *"I spy a cloud in the reflection, can you? I spy a STOP sign in the reflection, can you?"* Let children take turns "spying" something. They will be learning to give and follow directions.

◆ Focus on what you feel! Allow children to touch everything they can--concrete, bark on trees, puffs of dandelion gone to seed. Encourage them to use lots of language to describe what they feel: *rough, soft, smooth, scratchy, hard, bumpy*. In the play yard, invite children to collect items to sort into texture groups when they go inside.

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Ideas: Mary Beth Spann Minucci, Karen Stephens, Jeannine Perez
Art: Debby Dixler, Catherine Minor

STORY PROPS

Here are a few ideas for story props to encourage children to retell their favorite stories.

STORY CUBE

Buy a plastic photo cube. Fill each side with the picture of an event from a story. These could be cut from an inexpensive book or drawn by a you or a child. Have children turn the cube from picture to picture in proper order, as they retell the story.

STORY PLATES

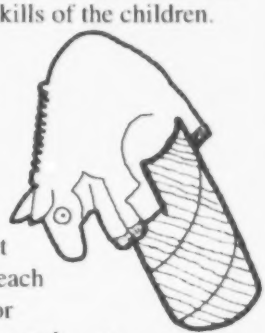
Take a paper plate and divide it into eight sections. Draw a small picture from the story in each section. Attach a cardboard spinner to the center of the plate with a brass fastener. Spin it and let a child tell about the picture it points to.

STORY PUZZLE

Photocopy a favorite scene from a story book. A color copy would be nice, if possible. Cover the picture with contact paper. Cut this into several zigzag puzzle pieces. The number of pieces depends on the age and skills of the children.

TUBE CHARACTERS

Create stand-up story characters using toilet tissue tubes. Cut two 1-inch slits opposite each other on the top of the tube. Draw and color story characters on cardboard. Cut these out and place them in the slits on the tubes. Encourage children to move these tubes across the table while retelling the stories.



STORY MOBILE

Make a simple mobile using a wire coat hanger. Tie on different lengths of yarn or ribbon attaching paper picture cutouts. Draw these characters or scenes yourself or with children or cut them from old story books.

MAGNETIC CHARACTERS

Cut out story characters that you have drawn or ones from an old story book. Glue these onto cardboard for strength. Attach small strips of self-stick magnetic tape to the back of these shapes. As you retell a story, stick these characters to a metal cookie sheet or refrigerator door.

IN THE BOOK CORNER:

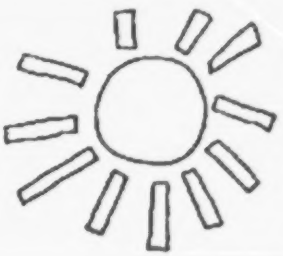
- *The Very Hungry Caterpillar* by Eric Carle (Philomel)
- *Guess How Much I Love You* by Sam Mcbratney (Candlewick)
- *Goodnight Moon* by Margaret Wise Brown (Harperfestival)
- *Maisy's Big Flap Book* by Lucy Cousins (Candlewick)
- *My Big Book of Everything* by Roger Priddy (DK)
- *The Cat in the Hat's Great Big Flap Book* by Dr Seuss (Random House)

This July at www.familytlc.net

△ **TODDLER:**
Books: *Hide and Seek: In the Sand*

△ **THREE'S AND FOURS**
Books: *Summer*
Biscuit's Day at the Beach

△ **FIVE TO SEVEN'S**
Summer: My Summer
Books: *Henry and Mudge: In the Green Time*



INFANT CARE: Reading Aloud to Babies**

Reading to your baby is a way to spend special time with her. And it is one of the best ways to help your baby learn. Read to her every day.

When you read to a baby, you are helping her learn new words. Reading to her lets her know that books and reading are important. Reading to her now will help her do well in school later on.

A baby can pay attention for only a short time. Read only a few pages to her with lots of large, colorful pictures. She loves to have you read the same book over and over. Hearing the words over and over helps her to become familiar with them. From eight months, she will begin to point to pictures to get you to name them for her.

Babies like to touch things. You can make a book for them with different pictures of their favorite things. Cover the book in plastic.

They will like to feel it. You can paste pictures onto sheets of paper in the book. Use pictures of toys, kids in your program, foods, flowers or other things babies seem to like. It will make babies happy to look at these pictures and to feel the pages. They will like to listen to you as you talk to them about the book.

You can even make a book of textures. Paste pieces of fabric onto the pages. You can use fabrics that are rough, bumpy and scratchy. Add fluffy, stretchy and other kinds of fabrics. You can even paste in a piece of leather or some soft fur. Babies will enjoy handling its pages. The important thing is to spend time reading to babies every day.

** adapted from U.S. Department of Agriculture, U.S. Department of Education and U.S. Department of Health and Human Services, *Healthy Start, Grow Smart, Your Newborn*, Washington, D.C., 2002

Ideas: Jeannine Perez, Barbara Fischer, Tania Cowling Art: Catherine Minor, Nina Woldin, Debby Dixler
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COOL COOKING

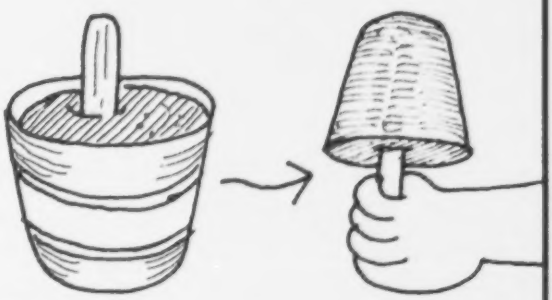
Here are some cool snack ideas and you don't have to use the oven or stove.

WATERMELON POPSICLES

You'll Need: 1 cup seedless watermelon chunks
● 1 cup orange juice ◍ 1 cup water

What to Do:

1. Mix ingredients together.
2. Pour into small paper cups.
3. Place in the freezer and when slushy, push popsicle sticks or small plastic spoons into the cups for handles.
4. Continue freezing. Pour hot water over the bottom of the cup to remove the popsicle.



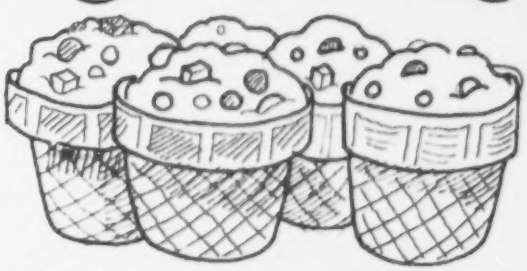
CACFP Credit = fruit/vegetable provided each child ages 3-5 is offered 1/2 cup

FRUIT CONE SNACKS

You'll Need: 8 oz. package cream cheese ● 4 oz. yogurt
● 8 oz. fruit cocktail, packed in its natural juices
● 1 Tblsp. sugar ● ice cream cones

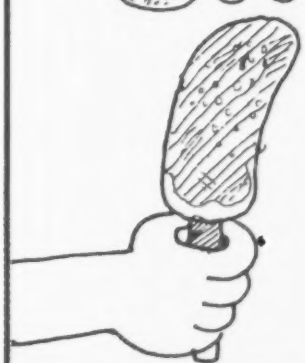
What to Do:

1. Blend cream cheese, yogurt, and sugar until smooth.
2. Let children stir in the fruit cocktail.
3. Chill in the refrigerator.
4. Help children fill the cones with the mixture.



CACFP Credit = fruit/vegetable provided each child ages 3-5 is offered 1/2 cup of fruit

BANANA POPS



You'll Need: bananas ◍ popsicle sticks ○ honey ○ coconut, wheat germ, graham cracker crumbs

What to Do:

1. Let children help you peel bananas.
2. Cut each in half.
3. Help children push the popsicle stick into the end of each banana chunk.
4. Let them roll bananas in honey.
5. Then roll them in coconut, wheat germ, or graham cracker crumbs.
4. Freeze.

CACFP Credit = fruit/vegetable

BOOK CORNER: IN THE

- *One Hot Summer Day* by Nina Crews (Greenwillow)
- *It's Summer* by Linda Glaser (Millbrook)
- *HISSSS!* by Mick Inkpen (Red Wagon)
- *Summersaults* by Douglas Florian (Greenwillow)
- *The Coolest Place in Town* by Kathy Caple (Houghton Mifflin)

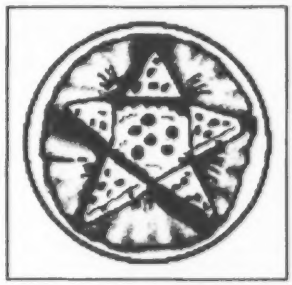
This July at www.familytlc.net

▲ **TODDLERS**
Summer: Bubble Chase

▲ **TWO'S**
Craft: Sunshine Chalk Art
Summer: Play in the Waves—at Home

▲ **THREE'S AND FOUR'S**
Summer: Treasures in the Sand

▲ **FIVE TO SEVEN'S**
Summer: Star Salad



INFANT CARE: Floor Play

Babies who are six months old need lots of floor time so they can learn to crawl and creep. If the baby doesn't like being on the floor by himself, join him. Play on the floor with the child.

◇ Put the baby in a sitting position. Support him with pillows if you need to. Roll a soft ball to him and clap with delight when he tries to roll it back to you.

◇ Give the baby two plastic cups. Show him how to bang them together or to bang them on the floor. As the baby grows, so does his interest in the world. He wants to explore.

◇ Sit the baby on the floor and put a large, empty container in front of him. Hold a small ball over the container and drop it in. Do this a few times and then give the baby the ball and let him try it.

◆ Put the baby on the floor. Place several toys around him such as a cup, a doll, and a ball Pick each one up and name it. Hand it to the baby. As you play with babies, always talk to them about what you are doing.

U.S. Department of Agriculture, U.S. Department of Education and U.S. Department of Health and Human Services, *Healthy Start, Grow Smart, Your Newborn,* Washington, D.C., 2002

Ideas: Karen Stephens Art: Debby Dixler

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Everyday TLC
TEACHING LEARNING CARING

PARENTS & KIDS TOGETHER

COOL, NO-COOK RECIPES

WATERMELON POPSICLES

You'll Need: 1 cup seedless, watermelon chunks ○ 1 cup orange juice ○ 1 cup water ○ paper cups ○ popsicle sticks or plastic spoons

What to Do:

1. Blend ingredients together in a blender.
2. Pour into small paper cups.
3. Place in the freezer and when slushy, let your child push in popsicle sticks or small plastic spoons for handles.
4. Continue freezing. Pour hot water over the bottom of the cup to remove the popsicle.

FRUIT CONE SNACKS

You'll Need: 8 oz. package cream cheese ● 4 oz. yogurt ◎ 8 oz. fruit cocktail ● 1 Tblsp. sugar ◒ ice cream cones

What to Do:

1. Blend cream cheese, yogurt, and sugar until smooth.
2. Let your child stir in the fruit cocktail.
3. Chill in the refrigerator.
4. Help your child fill cones with mixture.

BANANA POPS

You'll Need: bananas ○ popsicle sticks ○ honey ○ coconut, wheat germ, graham cracker crumbs

What to Do:

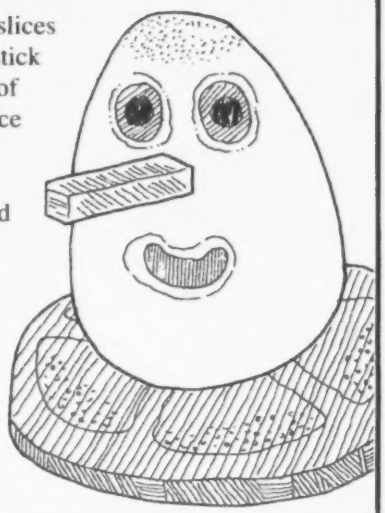
1. Let your child help you peel bananas.
2. Cut each in half.
3. Push popsicle stick into the end of each banana chunk.
4. Let your child roll bananas in honey.
5. Then roll them in coconut, wheat germ, or graham cracker crumbs.
6. Freeze.

HUMPTY DUMPTY HARD-BOILED EGG

You'll Need: 2 olive slices ◎ 1 thin short carrot stick ◔ paprika ○ 1 piece of radish ◎ 1 tomato slice ◎ mayonnaise (to stick features on egg) ○ hard-boiled egg (peeled)

What to Do:

Let children make Humpty Dumpty using the foods listed above.



JACK BE NIMBLE CANDLESTICK

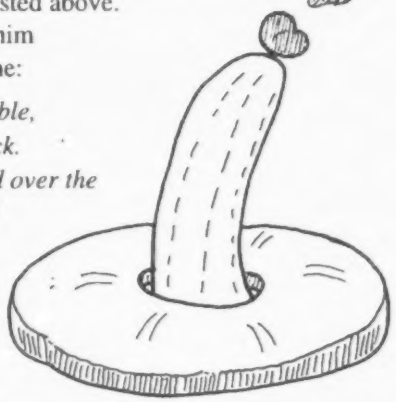
You'll Need:

1 cherry
○ 1/2 banana
○ 1 pineapple ring

What to Do:

Let your child make the candlestick using the foods listed above. Be sure to teach him the nursery rhyme:

Jack be nimble,
Jack be quick.
Jack jumped over the candlestick!



Ideas: Kathy Faggella

Art: Debby Dixler

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PLANS FOR JULY

Activity	Week of June 30	Week of July 7	Week of July 14	Week of July 21	Week of July 28
Circle Time					
Free Choice					
Learning Centers					
Creative Art Activity					
After-Schoolers					
Prep Work					

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Everyday TLC
TEACHING LEARNING CARING

August 2003

For People Who Care for Young Children

HELP CHILDREN DEVELOP THINKING SKILLS AND BACKGROUND KNOWLEDGE**

The more children know about their world, the easier it is for them to read and learn when they get to school. You are there to help them learn new information, ideas, and vocabulary so that they are ready for school. You can also help children connect what they learn with what they already know.

It is important for young children to be able to:

- ◇ Know what things are and how these things work
- ◇ Learn information about the world around them
- ◇ Develop their language skills and vocabulary
- ◇ Develop problem-solving skills

Here are some things that you can do to help children build this knowledge and skills.

△ Help children develop concepts by exploring familiar materials and equipment in different ways. For example: children learn about cause and effect when they cook; they learn about nature by planting seeds and taking care of a garden; they learn about how to be sociable by playing with other children and pretending.

△ Share non-fiction books with lots of information and detailed photographs or drawings. For example, introduce Tana Hoban's concept books illustrated by wonderful photographs. Find books that tell how plants grow, how baby animals develop, or how vehicles carry people and things.

△ Teach children new words and concepts. Explain new words in books and even new words you use in everyday conversation. Be sure to name and often label objects children play with.

△ Encourage children to write, draw, build, and pretend. Every experience a child has can be a learning experience.

△ Take children on field trips. Whether it is to a petting zoo or around the block, children learn new things when they go someplace. Point out things that they might not notice. Try to answer all of their questions. Let children help you look for answers you do not know. After the field trip, invite children to talk about their experiences and perhaps record them in pictures or dictated stories.

△ Invite visitors to your program to share their experiences with children. These people can talk about their jobs, hobbies or interesting places they have visited.

*** adapted from US Dept.of Education and US Dept. of Health and Human Services, Early Childhood- Head Start Task Force, Teaching Our Youngest, Washington, DC 2002*

Learn How to Use *EVERYDAY TLC* Everyday on
www.everydaytlc.com/howtouse.html

THIS MONTH IN *EVERYDAY TLC*

▲ First Books
△ Outdoor Alphabet Fun
▲ Numbers and Counting
△ Celebrate Children's Learning with Parents

Learn-At-Home Training #4: Establishing Productive Relationships with Families

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Everyday TLC
TEACHING LEARNING CARING

PARENTS & KIDS TOGETHER

See Parents & Kids Together in Spanish at www.everydaytlc.com

BOOKS TO READ

ABC'S

- *Alligator Arrived with Apples* by Crescent Dragonwood (Aladdin Books)
- *Q is for Duck* by Marcia Folsom (Clarion)
- *The Z Was Zapped* by Chris Van Allsburg (Houghton Mifflin)
- *Animalia* by Graeme Base (Abrams)
- *Chicka, Chicka Alphabet* by John Archambault (Little Simon)
- *G Is for Goat* by Patricia Polacco (Philomel)
- *A You're Adorable* by Buddy Kaye (Candlewick)
- *Alligators All Around* by Maurice Sendak (HarperTrophy)
- *Baseball ABC* by James Buckley, Jr. (DK)

123'S

- *Counting Kisses* by Karen Katz (Little Simon)
- *Five Little Monkeys Jumping on the Bed* by Eileen Christelow (Houghton Mifflin)
- *Mouse Count* by Ellen Stoll (Red Wagon)
- *Ten Apples on Top by Dr. Seuss* (Random House)
- *Corduroy's Day: A Counting Book* by Lisa McCue (Viking)
- *Now I Know My 1,2,3's* by Nora Gaydos (Innovative Kids)

GETTING READY FOR SCHOOL

The more children know about their world, the easier it is for them to read and learn when they get to school. You are there to help your child learn new information, ideas, and vocabulary so that she is ready for school. You can also help your child connect what she learns with what she already knows.

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◇ Develop problem-solving skills

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◇ Share non-fiction books with lots of information and detailed photographs or drawings. Find books that tell how plants grow, how baby animals develop, how vehicles carry people and things.

◇ Teach your child new words and concepts. Explain new words in books and even new words you use in everyday conversation.

◇ Encourage your child to write, draw, build, and pretend. Every experience a child has can be a learning experience.

◇ Take your child out on "adventures." Whether it is a trip to a petting zoo or around the block, your child learns new things whenever she goes out. Point out things that she might not notice. Try to answer all of your child's questions. Let her help you look for answers you do not know. After the adventure, invite your child to talk about her experiences and perhaps record them in pictures or dictated stories.

** adapted from US Dept. of Education and US Dept. of Health and Human Services, Early Childhood- Head Start Task Force, Teaching Our Youngest, Washington, DC 2002*

DON'T FORGET TO VISIT: www.familytlc.net
for lots of activities to do with your child!

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Everyday TLC
TEACHING LEARNING CARING

Week One
August 4, 2003

For People Who Care for Young Children

FIRST BOOKS

Prepare your children to learn to read by sharing many books with them. As you read, children will discover that stories have a beginning, middle, and end. They will discover that books are made of words and pictures, and that someday they will be able to read these words for themselves!

The books in your program probably take many forms, from the ones you share at circle time to the stapled-together ideas dictated to you by children. A variety of pictures and ideas help children make connections between the thoughts and ideas of others and their own world.

READ ALOUD BOOKS

At circle time, read a variety of books. Some of them can be about a special topic you are introducing to children. For example, if you are collecting rocks, read *Everybody Needs a Rock* by Byrd Baylor (Scribners). Look at pictures of rocks in encyclopedias, magazines, or non-fiction (without reading the more technical language) books.

Some books are familiar ones that you reread often. Others may be last minute choices when something special happens. If a stormy day makes children feel fearful, read Peter Spier's Rain (Doubleday). If the day is heavy and full of stress, pull out silly books that help you laugh away the grouchies.

Sometimes you can read a book that has hard words, but the pictures are outstanding and the language wonderful to hear. An example is *Train Song* by Diane Siebert (Thomas Crowell). It contains some hard words, but has a wonderful rhythm.

READ-WITH-ME BOOKS

Books with lines that repeat often or with very familiar stories encourage children to help you tell them. Old favorites such as *"The Gingerbread Man"* and *"The Three Bears"* are naturals for telling (and acting out) together. *Planting a Rainbow* by Lois Ehlert (Harcourt, Brace, Jovanovich) is another favorite. Children will help with color and flower names.

WORDLESS BOOKS

Wordless books help children build their vocabulary. Tell children that they can read these books to themselves during quiet times or share them with another child or stuffed animal.

Invite children to tell you about the pictures in a wordless book. You will be surprised how the story changes as different children tell it. Here are some favorites.

○ *Rosie's Walk* (in either regular sized or big books) by Pat Hutchins (Scholastic) has no words. Let children describe the pictures and tell you the story.

○ *Is It Red? Is It Yellow? Is It Blue?* by Tana Hoban (Greenwillow) has clear and colorful photographs to tell about ideas. Children can pretend to be teachers with this book.

Here's a great comment overheard when one child had carelessly dropped a book on the floor. Her friend picked it up and closed it gently.

SCRAPBOOKS

Share old scrapbooks and photo albums with children. These books should be sturdy enough for children to take down with permission (Don't use large-sized albums.) and spend as much time with them as they like. Start a new book each fall and ask children to help you select, label, and mount snapshots of everyday experiences.

MAKING BOOKS

It's never too early to introduce a child to the love of books and reading. Even the youngest child enjoys looking at a book about familiar things. Young children love using books that are made especially for them. They like to help choose the pictures for these easy-to-make books.

● The simplest books are made of copy paper and have a construction paper or wallpaper sample cover. It's fun to gather pictures related to one theme (the book's plot). A book titled *Toy Box* will have a picture of one toy on each page. Label these toys using proper lower case letters: *doll, ball, tricycle*. The title page should be printed as a standard book title would appear, with only the first letter of each word capitalized.

Other suggested titles are:

- ▲ *Yellow*—a collection of yellow things (flower, toy, school bus, canary);
- ▲ *Supermarket*—pictures of things you can buy at a market;
- ▲ *Things with Wheels*—pictures of cars, trucks, airplanes, and skates; and motorcycles, pictures cut from motorcycle magazines.

Remember to label each page. You'll find pictures in catalogs, advertising sheets, magazines, and the Sunday newspaper's coupon section. Experiment with cutting the book's cover in a special shape. A truck shape makes a book about trucks more interesting. Create a book about fish in a fish bowl shape. For *The Suitcase Book,* cut the cover to look like a suitcase and handle. Inside, include pictures of items you find in a suitcase.

You can stitch 8-10 pages together with bright yarn. Books made of paper can be stapled together, but be sure to completely cover the staples on both sides with strapping tape and duct tape. This prevents the staples from falling/tearing out and ending up in a child's mouth.

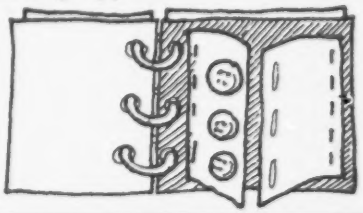
○ You can also make small "pocket" books. These are stapled pages ready for dictated stories, that are small enough to fit into a pocket and be carried around by a proud child.

○ Make a "chewable" book from sandwich-sized, plastic, zip-locking bags. Cut construction paper slightly smaller that the pouch size of the bag. Glue a picture to each side of the paper. When the glue is dry, hold the flap of the plastic bag in your left hand and slip the paper into the bag. Be sure the picture faces the right direction, then zip the bag shut. Stack several of these stuffed bags with the zippers on top of one another. Using a large needle and dental floss (or heavy-duty thread), sew through the layers of plastic flaps. This becomes the book's binding. It can be sewn on a machine, if you wish.

The pictures can be changed in these bag books. Real items can be placed inside the bags. You can add photos of a child, her family, or friends.

● Make a few very sturdy books out of cardboard or cloth. These can give children practice in zipping, snapping, tying, and so on.

The books can be made by parents and children during a potluck/workshop. If you provide a sewing machine, materials, and some ideas, parents will bring more ideas and some good food to share. Their children will bring still more ideas, lots of energy and creativity, and huge appetites.



Everyday TLC
TEACHING LEARNING CARING

Week Two
August 11, 2003

For People Who Care for Young Children

OUTDOOR ALPHABET FUN

Usually, we think of learning the alphabet as an indoor pre-reading activity, but it can be done outdoors as well. Outdoor alphabet activities take as much or as little time as you want to spend. They are so easy that they can be used whenever you have extra time to fill. These activities increase letter/object recognition and help build each young learner's vocabulary.

○ After being introduced to an alphabet letter, children can search for outdoor objects that start with the given letter. Help children make construction paper letters (laminated for future use) to tape to the objects. "T" is for tree, table; "S" is for swing, sliding board, or sky. You can take pictures of children standing next to the outdoor object. These photographs are then placed underneath an alphabet chart back inside.

● On neighborhood walks, children can also look for objects starting with a given letter. Young learners can work alone or in teams. Keep track of all the objects found. How many different objects did children find? Did they find objects similar to those inside? What letter did they find the most objects for? What letter did they find the least objects for? Was there any letter they could not find any outdoor object for? Can children think of an outdoor object not seen on their walk that would represent the letter? For example, "Z" could be represented by the local zoo or zebra, an animal in the zoo. Did they find any objects that represented more than one letter? For example, car for the letter "C" or automobile for the letter "A."

○ If you go on a field trip, children can continue to look for objects representing letters at the place you are visiting. Parks, zoos, aquariums, and science museums are filled with "objects." You can help children discover the objects by pointing out a few examples. "D" is for dinosaurs or dolphins; "F" is for fossils or fins. Don't forget to make a list of the objects found or take pictures of children standing next to the objects.

◉ Give children a letter and ask them to find objects in their own backyards. Encourage parents to help their children make up a list to bring back to your program. Children can also bring in one of the outdoor objects to share with the group. For example, a pine cone for the letter "P"; a piece of bark for the letter "B." How many different objects did the group find? Did they find any objects that represented more than one letter?

...Letters in the Sand

JUMBO WORDS IN SAND

Let children use a stick, piece of driftwood, or dowel to write giant letters or words in wet sand. Then encourage them to move around the letters, hop over them, dance around them, or walk a straight line on them. See how many giant steps it will take to go from the beginning of each word to the end. Who has the biggest word? The smallest word?

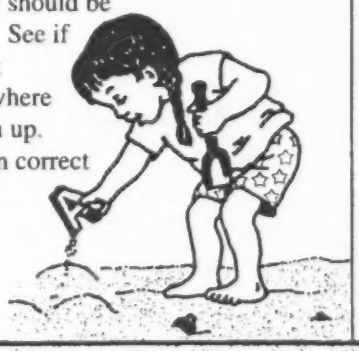
BURIED TREASURE LETTERS

Digging for treasures is fun, but first burying them, then digging them up is a skill. Children can also develop memory skills with this activity.

You'll Need: set of plastic or rubber or wood alphabet letters ● sandbox or mound of sand

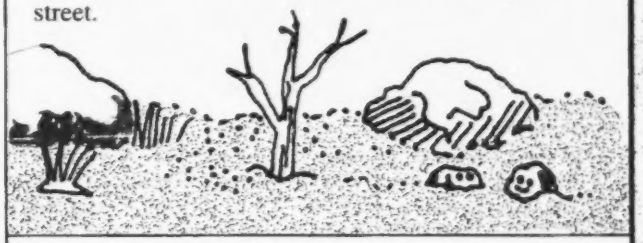
What to Do:

1. Together with children, hide a few of the letters under the sand in the sandbox.
2. Set up the remaining letters in alphabetical order along the side so you will know what letters are missing.
3. Because the children have helped bury the letters, they should be able to dig them up. See if they remember what letters were buried where before they dig them up. Place dug up letter in correct alphabetical order.



SAND STORYTELLERS

Use wet sand to map your neighborhood. Push blocks across the sand to make roads. Rocks, shells, and twigs could become buildings, parks, ponds... Once your "town" is constructed, help children make up stories about the people in town. One child can give directions to another. The townspeople (stones) can meet at the center square or march along the street.



SAND ALPHABET CARDS

Although you can buy these at a teacher supply store, children will enjoy making them with you. Make two sets, matching the letter formation as closely as possible.

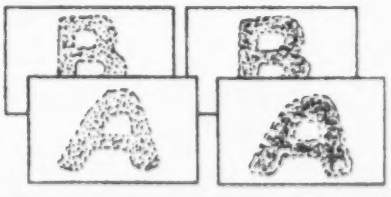
You'll Need: 3 cups play sand (fine and clean) ○ white glue ○ brush ◍ cardboard or 3" x 5" index cards

What to Do:

1. Cut cardboard into 26 sections each 3" x 5".
2. With brush, paint on glue to resemble a letter.
3. Sprinkle sand over it. Let dry for one-half hour. Tilt card to shake off extra sand.
4. Make entire alphabet.

How to Play a Game:

1. Show children how to play a matching game. Place four or five cards in a covered box into which you've cut hand holes. Two letters should be the same and the other two or three should be different.
2. See if children can match the two cards with the same letter by feel only!



Everyday TLC
TEACHING LEARNING CARING

Week Three
August 18, 2003

For People Who Care for Young Children

COUNTING ON SUMMER

The sun is shining. The sky is blue. It's warm and wonderful, so why not take your math lessons outdoors?

Explore your play area with children, counting things as you go. How many are in the garden? How many swings? How many cars in the sandbox? Include discussions of more and less while counting. Are there more flowers or swings? Which evergreen has less pine cones under it?

To practice number skills outdoors, make a set of number cards. Give each child a card and let her find that many items from your play area. You may need to discuss what items children can or cannot pick up. When everyone has returned, have the group count with each child, while that child holds up her number card. You may then want children to put themselves and their items in numerical order.

For older children, let them close their eyes while you move around the number cards from each pile of items. Then let them put the number cards back with the correct sets.

HAVE A BALL COUNTING!

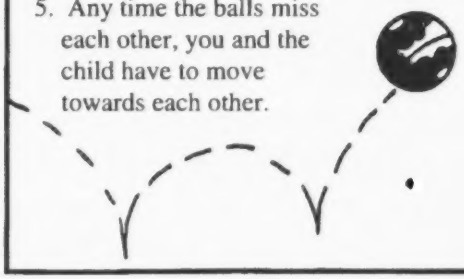
1-2-3 ROLL

Two year olds love to play this game with balls. The easiest moving ball for a child to control is one that is rolling.

You'll Need: 2 balls

What to Do:

1. Sit facing a child on an uncarpeted surface, legs spread apart with feet touching. Each of you has a ball.
2. Encourage the child to say, *"One, two, three, roll,"* at the same time you do.
3. Roll your balls slowly toward each other trying to get the balls to touch.
4. Each time the balls connect, you and the child must move slightly apart from each other and roll the balls again.
5. Any time the balls miss each other, you and the child have to move towards each other.



BOUNCE 1-2-3

An activity as simple as bouncing balls is a another fun way for children to count and play at the same time.

You'll Need: a variety of balls

What to Do:

1. Bounce a ball as you sing the following song with children. (Tune: *"Here We Go 'Round the Mulberry Bush"*)
   This is the way we bounce the ball,
   Bounce the ball, bounce the ball;
   This is the way we bounce the ball,
   1, 2, 3...!
2. Invite children to bounce the ball and help them count the bounces.
3. Select different-sized balls to bounce and talk to children about the differences in action.
4. Children can also bounce the ball back and forth to each other and count how many times they do this without stopping.

Number Rhymes and Activities

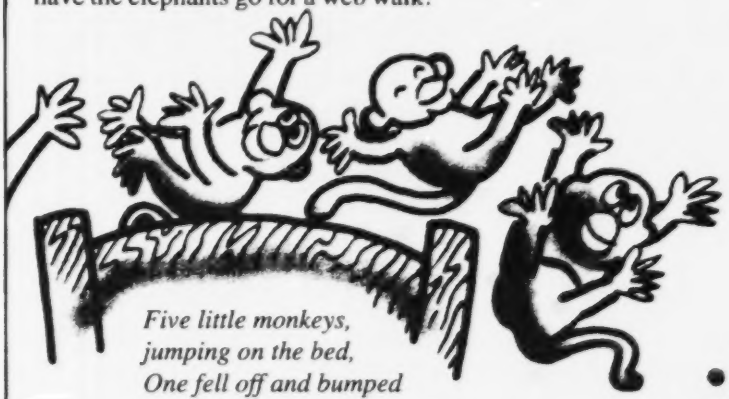
Here are some number rhymes and hands-on activities to help children learn about numbers and counting.

One elephant went out to play
On a spider's web one day.
He had such enormous fun,
He asked another elephant to come.
Two elephants went out to play....

- Sing, count, and keep adding one more swaying elephant. Join together by having a "trunk" (arm in front) grab a "tail" (arm in back). This is a wonderfully silly game.
- Have children use colorful chalk to draw giant spider webs outdoors on the sidewalk-then have the elephants go for a web walk!

One potato, two potato
Three potato, four
Five potato, six potato
Seven potato, more.

- Have children clench their fists to create "potatoes." Count and chant as they place one on top of the other. For added fun, see how fast they can count, or add and count a friend's fists, too. See how many "more" potatoes they can count.



Five little monkeys,
jumping on the bed,
One fell off and bumped
his head.
Mama called the doctor,
and the doctor said,
"No more monkeys jumping
on the bed."
Four little monkeys, and so on.

- While saying the chant, have five, then four, children to pretend to jump up and down then fall off the make-believe bed (blanket on the floor).
- Provide a pair of phones for mama to call the doctor. Put out bandages to fix the monkeys' bumped heads. Discuss how "jumping on a bed" can be dangerous.

Baa, baa, black sheep
Have your any wool?
Yes, sir. Yes, sir,
Three bags full.
One for the master,
And one for the dame,
And one for the little girl
Who lives down the lane.

- Stuff three small bags with cotton balls made to look like wool. Invite children to act out the rhyme having each character select a bag. Continue this one-to-one correspondence at snack. Name each child, then have him take one napkin, one cup, and so on.
- Crumple up lots of sheets of newspaper and throw them into a large cardboard box until children are sure it's "full." Then, have fun jumping into the soft pile. Does the box still look full. Why?
- Fill up pairs of paper bags with materials (leaves, twigs, pebbles, crayons, and so on) Guess which is heavier? Lighter? Use a pan balance scale to see if their guesses are right.

Everyday TLC
TEACHING LEARNING CARING

Week Four
August 25, 2003

For People Who Care for Young Children

CELEBRATE A SUCCESSFUL SUMMER

Celebrate all of children's summer learning with a festive family party. Have parents join you to celebrate their children's progress and the end of the season.

Parties are wonderful not only for the festivities themselves. Planning and preparation make great learning experiences for children. Include them in all pre-party preparations. Children can help make reproduced invitation pages pretty with the drawn, stamped, or pasted-on letters, numbers, and pictures. They can not only plan the food, but make some of it. Learning songs beforehand will help children sing out loudly and lead their parents. If children learn games ahead of time, it will make sure everyone has fun and is successful during the party.

The following are some suggestions for your End-of-Summer Party. Choose the ones that would show parents what their children have learned in your summer program.

INVITATIONS

Type or write out this information and make a copy for each child. Your invitation might read:

You are invited to our potluck End-Of-Summer Party. Your letter is____. (Fill in one different letter for each family.)

Please bring something to eat that begins with this letter or is in the shape of this letter (cookies, a cake, pretzels, for example).

We will be sharing food and fun, so please join us.

R.S.V.P.

Invite children to decorate the invitations with stamped, collaged, yarn glued on, or with rubbings of letters and numbers children have learned. Some children may have learned the letters in their names and 1-2-3. Others may wish to show off their understanding of the whole alphabet and the numbers 1-10.

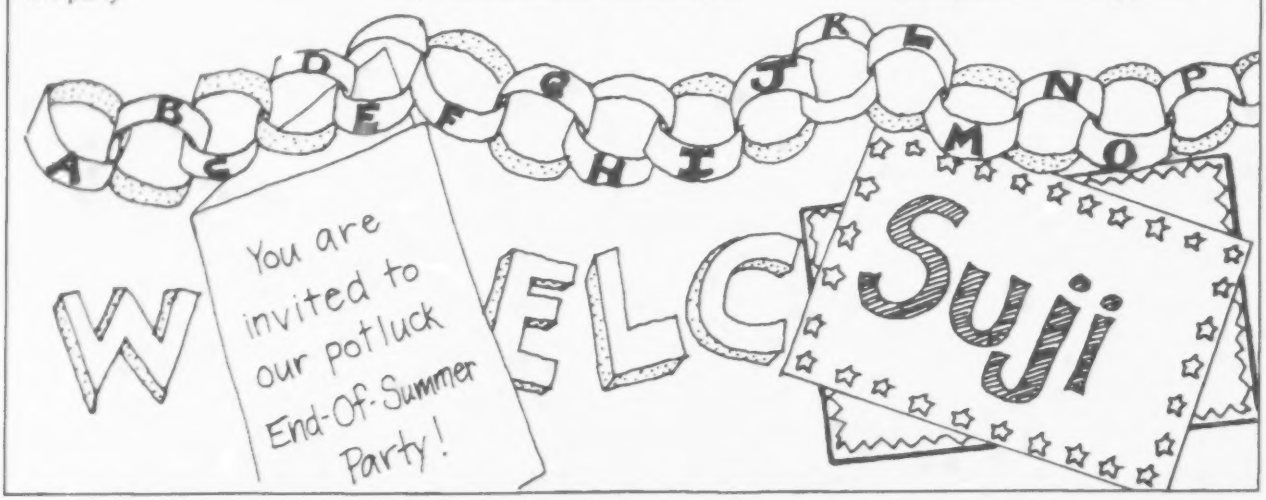
DECORATIONS

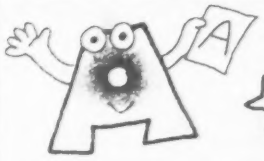
Display any decorated letters and numbers you've made during the summer.

▲ Use large foam letters decorated by children to spell out WELCOME.

▲ Hang letter and number chains on walls and ceiling.

▲ Help children make place mats of paper with their names written in large letters. Or, roll out strips of paper down long tables and have children decorate "their places."





Party Games

After the who, what, where, and when are decided, start preparing for "how everyone is going to enjoy the party"! What kinds of games and activities will be best for everyone? What things can children get from their families? What things can they make and what supplies will they need? There's learning in every aspect of the planning as well as taking part in the activities themselves! Plan activities that show off your children's new literacy skills.

GROUP GAMES

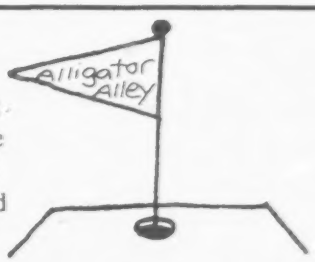
● **"I'd Like to Get to Know You."** Give everyone an initial name tag (with just their initials) and ask them to group themselves according to their first initial. Everyone will have fun seeing who else has a name that begins with their letter. Kim will love to know that there are Keiths, Karens, Kates, Kerrys, or Kens who share her initial. Ask each group to *"Give me a K (or L and so on)."* Have them respond by shouting out their group's initial. This is a great way to either start or end your party.

● **Letter Telephone** Have everyone sit in a circle. (Make two circles if there are too many people.). Have one child start by picking a small letter out of a box and looking at it without letting anyone else see it. Have him hold it in a closed fist. Invite him to whisper the letter to the person sitting next to him and pass on the letter and have that person whisper the letter to the next person and pass it on, and so on. No one is allowed to look at the letter until the message gets to the last person in the circle who announces what was whispered and looks in his hand to see if it right.

● **Pin the Letter on the Alphabet** Draw the letters of the alphabet in order from left to right along a long, large, strip (or taped pieces) of paper. Attach the mural to a wall about four feet high. Have each person take a turn holding one cutout paper letter of the alphabet and try to "pin it on" the right place in this long alphabet mural. You might want to blindfold the person and turn him around once or twice. However, point the player in the right direction that he must go to match letters. After everyone has a turn, see which person has come closest to pinning his letter onto the correct position of that letter in the alphabet.

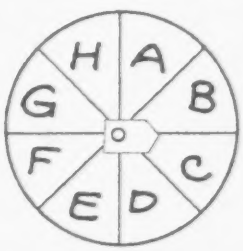
VISIT "GAME" CENTERS

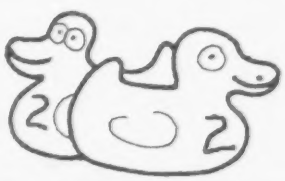
◆ Create an alphabet miniature golf course with "holes" such as "Alligator Alley" and "Beaver Bank."



◆ Make a magnetic fishing game with floating number ducks for matching, counting or adding! If pairs of ducks with the same numbers are put in a little "pond," it could be used like a game of concentration with families trying to "catch pairs.

◆ Children can also do magnetic fishing for letters, shapes, or colors. Then children with help from parents can sort them into the correct buckets.





◆ Make wheels with letters, shapes, colors, and numbers out of pizza cardboards to spin. Children can match the chosen object to the same object on a game board or paper strip.

Everyday TLC
TEACHING LEARNING CARING

YOU CHOOSE!

- ◇ Earn 40 clock hours toward your Child Development Associate* with *EVERYDAY TLC* Learn-At-Home Continuing Education Program and the Nutrition Education & Child Care Food Program
- ◆ Earn State Licensing Hours
- ◇ Do Both!!

Learn-At-Home Training for Child Care Professionals

Over the course of a one-year subscription to EVERYDAY TLC, you can receive eight Learn-at-Home training modules, which will count toward 40 hours of your CDA. These same training modules have been approved for one hour each (total of 8 per year) toward your state licensing hours for family child care providers in the following states: AK, AL, AR, CO, MA, OH, OK, OR, PA, RI, TX, WY (16 hours)*

It's Easy and Convenient:

Step 1: Review the continuing education self test and professional article in this issue of *EVERYDAY TLC*.

Step 2: Sit back, relax, and read through your issue of *EVERYDAY TLC*.

Step 3: Do the assignment as described in the test. Write your responses to the questions on the sheets (unless otherwise indicated). Please note: Photocopies of the test sheets will not be accepted. You must mail the original test pages from your *EVERYDAY TLC* issue!

Step 4: Remove your completed test sheets from *EVERYDAY TLC*. Be sure to include your name, address and phone number in the space provided on the test sheets. Place the test sheets and a check or money order for the fee in an envelope addressed to:

EVERYDAY TLC
P.O. Box 180
Wilmington, NC 28402

Your certificate of completion of continuing education credits will arrive within 3-4 weeks.

Cost:
- ◆ CDA $80 for all 8 tests (40 CDA clock hours)
- ◆ State Licensing Hours $5.50 per test

OR SAVE MONEY BY: removing completed test sheets and saving them until you have completed all 8. Send them to the above address with a $22.00 check or money order. (for state licensing hours only)

Note: The *EVERYDAY TLC* Learn-at-Home Training only counts toward 120 clock hours of training needed for your initial CDA application. The training does not count toward CDA renewal hours.

Questions: Please call: 1-800-677-6644.

2003 Test Issues: February/March/April/June/August/September/November/December

*The Child Development Associate(CDA) credential is awarded to those caregivers who have completed 120 clock hours of formal child care education, with at least 10 hours in each of eight categories. There are requirements for hours working with children, the creation of a resource file, written competencies, and a formal observation and assessment. For more information on the CDA program, please contact The Council for Early Childhood Professional Recognition at 1-800-424-4310 or on the web at www.cdacouncil.org.

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PARENTS AND PROVIDERS: PARTNERS FOR LEARNING

Families need to be reassured that many of the things they are doing right now are helping their children get ready for school success. Simply having a routine for the day provides a child with confidence and stability. Children learn about 'sequence' with statements such as, "First, we eat dinner; second we take a bath; then finally we get to read a bedtime story." They watch family members read a newspaper, a TV guide, cereal box, novel, magazine or the mail. They observe someone writing a grocery list, a birthday card, or a note to you. They observe family members taking turns talking at the dinner table. They watch Mom or Dad following directions to put together a toy for them. These are all examples of how families help get their children ready for school. It is our job to let parents know that these seemingly routine things are powerful tools for learning to read and write, knowing math skills and numbers, cooperation, and just plain getting ready to enter a school community that values these qualities.

1. Tell the ways that you communicate to families the importance of school readiness. Describe the programs, meetings, conferences, newsletters or any other ways you let parents know what they must be doing to help their children. If you cannot think of many ways you are already doing this, write a proposal for things you could do to get out the message of how important it is to prepare children for future school success.

_____

_____

_____

_____

2. Tell 8 ways you demonstrate the importance of literacy to children and prepare them for becoming readers and writers. (Example: *I read a book to children everyday.*)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

3. Tell the ways you help children learn about the importance of using math in their lives with things such as counting, number symbols (1 to 10), sorting into groups, shapes, sizes, and patterns. (Example: *I let a child help me set out the napkins at lunch time. There must be one napkin for each child. This teaches one-to-one correspondence.*)

_____

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_____

_____

_____

_____

_____

4. Make up a questionnaire and ask families to fill it out. (No one needs to sign her name.) The questionnaire should ask them about the things they do with their children to get them ready for school. The following are some suggested questions.

(Yes or No)

_____ I read to my child at least once a day.

_____ I often play games with my child.

_____ We have a routine for meals and going to bed for the children.

_____ We regularly go on outings to the zoo, the park, or other places children enjoy being, especially

_____.

I have my child help prepare meals by letting him_____ .

In our family, we read a newspaper (check one):

☐ every day
☐ once a week
☐ several times a month
☐ never

The number of people in our family who have library cards is _____

Add a few more questions that you'd like to know the answers to. Include the questionnaire in this test and the results of it. You should have at least 4 to 8 families answer it.
Use the information gathered from the questionnaire to plan for future meetings with parents about school readiness.

Name_____

Address_____

City_____ State_____ Zip Code_____

Telephone_____

☐ CDA ☐ TRAINING CERTIFICATE

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CDA Professional Article

Families, Providers! Are YOU Ready. for School Readiness?

by
Kathy Faggella

Take the following quiz.
Write True (T) or False (F) for each statement that tells what skills a child must have before entering kindergarten.

A child must:

- ☐ *1. Speak in complete sentences.*
- ☐ *2. Say and notice words that rhyme in stories.*
- ☐ *3. Identify letters of the alphabet.*
- ☐ *4. Recognize letter sounds.*
- ☐ *5. Recognize, copy and print his or her first name.*
- ☐ *6. Hold a pencil and write with it.*
- ☐ *7. Recognize and count up to ten items.*
- ☐ *8. Describe and talk about objects that have different sizes, colors, shapes and patterns.*
- ☐ *9. Sort items by 'same/ different' and from 'smallest to largest', 'lightest to heaviest'.*
- ☐ *10. Select familiar books and tell why s/he likes them and be able to retell favorite stories.*
- ☐ *11. Follow routines and directions.*
- ☐ *12. Work and play together with other children.*

(from *"Getting Your Child Ready for Kindergarten,"* Connecticut State Department of Education, Bureau of Early Childhood Education and Social Services)

Believe it or not, each item is TRUE! A lot is expected of children in the preschool years! Over 60 % of all children attend some form of preschool. Yet it is still the family which has the greatest responsibility to begin the learning process with their infants, toddlers and three-to-five-year olds. As providers and teachers, we need to partner with parents to make sure all our children are ready to enter school. Along with teaching and caring for their children, we need to give families information and guidance to help them understand the importance of school readiness and how to help their children succeed.

Children need to be ready for school in three ways. First they need to be ready socially and emotionally This all important social-emotional well-being comes from the strong relationship that develops from the care, nurturing and trust a child gains from his family and those who care for him.

Second children need to want to learn. Children are usually born with a strong motivation to learn, but parents can help this develop in subtle ways. Children of parents who allow their babies and toddlers to explore and discover on their own have developed confidence from and trust in their parents. Also, parents who themselves are motivated to learn encourage their children to do the same thing.

Thirdly, children need certain basic skills and concepts before they enter kindergarten. We can give families information about getting their children ready for kindergarten in several ways. Group parent meetings, newsletters, and one-on-one parent conferences all help families understand what you are doing and how they can help at home. Keep track of each child's strengths and weaknesses in journals and ask parents to praise strengths and spend time working on areas that need growth.

Here are a few suggestions you can share with parents, grandparents or guardians to help them get their children ready to succeed in school.

1. Be a role model for your child. It is important that your child see you read, write, and use math everyday.

2. Talk with your child. Use rich language (vocabulary) including hard words that children might not hear in everyday life. Talk about challenging topics and ideas. Be a good listener, especially to your child's stories and questions.

3. Encourage your child to stay with an activity until it is completed . Work along with your child and be encouraging.

4. Give three-step directions to a 3-5 year-old. Your child should be able to repeat the directions in her own words and do the task.

5. Share books—stories and non-fiction—everyday. While reading to your child, point out the sounds and sights of language: rhymes and sound-letter matching , upper and lower case letters, titles, and authors' names.

6. Provide places for your child to keep reading and writing materials such as a shelf, a desk, or part of the kitchen counter.

7. Go on trips together to interesting places such as the library, zoos, concerts, or sporting events.

8. Spend time together. Whether it is playing board games or catch, "children blossom with adult attention."

The years from birth to five may seem long to anyone changing diapers, chasing after 'little fast feet" and answering "why" questions all day long. But these five years are probably the most important in any child's life. And parents and providers are partners in making these years rich and rewarding.

COOL REFRESHMENTS FOR THE PARTY

STRAWBERRY SMOOTHIE

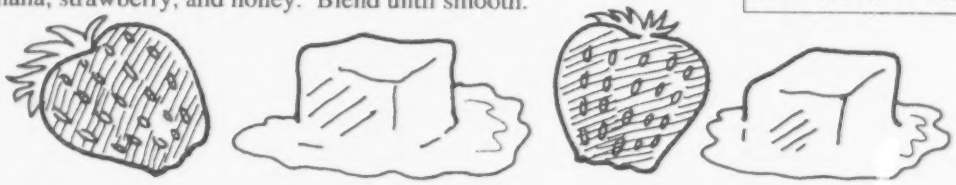
(makes 4 servings)

You'll Need: 1 pint fresh strawberries, cleaned and hulled (frozen strawberries can be used) ● 1 ripe banana ● 1/2 cup orange juice ○ 2 tablespoons honey ● 1 cup ice cubes

What to Do:

1. Place ice cubes and orange juice in a blender and mix.
2. Add banana, strawberry, and honey. Blend until smooth.

CACFP Credit= Fruit/vegetable



APPLE-LIME COOLER

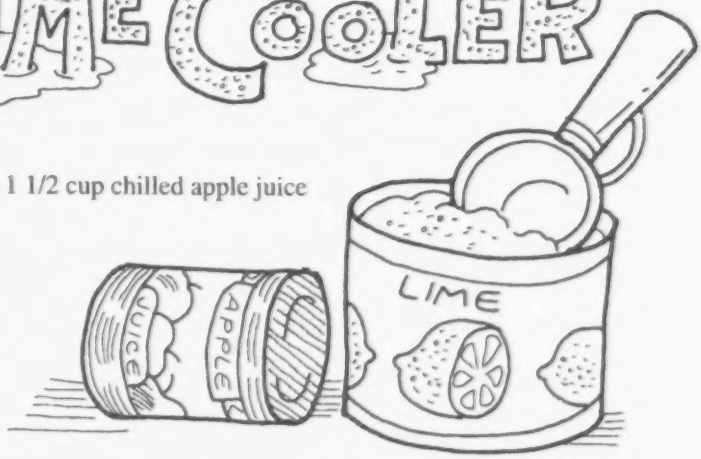
(makes 4 servings)

You'll Need: 1 pint lime sherbert, softened ○ 1 1/2 cup chilled apple juice

What to Do:

1. Put sherbert in blender.
2. Add apple juice.
3. Blend until soft and smooth.

CACFP Credit=Fruit/vegetable; Sherbert is not creditable



PINEAPPLE FLOAT

(makes 5-6 quarts)

You'll Need: 2 packages of powdered drink mix ○ 2 cups sugar ○ 8 cups water ○ 46 ounces pineapple juice ○ 1 quart ginger ale

What to Do:

Mix together and serve over ice.

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IN THE BOOK CORNER:

- *Boo and Baa in a Party Mood* by Olof Landstrom (Farrar, Straus, & Giroux)
- *Miss Spider's ABC* by David Kirk (Scholastic)
- *Bunny Party* by Rosemary Wells (Viking)
- *Alphabet Fiesta: An English/Spanish Alphabet Story* by Anne Miranda (Turtle)

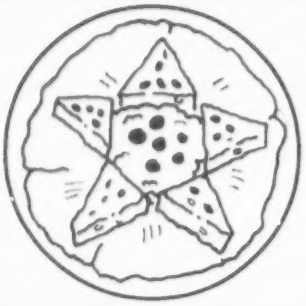
This month at www.familytlc.net

TODDLERS
Summer: Hidden Seashells

TWO'S
Summer: Sand in a Bottle

THREE'S AND FOUR'S
Summer: Making Letters in the Sand

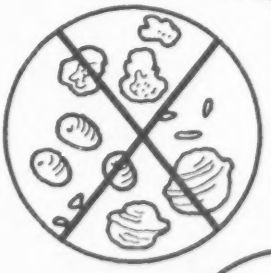
FIVE TO SEVEN
Summer: Star Salad



INFANT CARE: Safety First!**

This summer—and all year long, always

- Buckle babies into car safety seats before you start your car. Keep the seat facing backward until your baby is one year old and weighs at least 20 pounds. The back seat is the safest place for babies and all children.
- Stay with babies when they are playing near or in water. Never leave a baby alone in a bath or a pool. Babies can drown in just a few inches of water.
- Keep babies away from things that could burn them. Don't eat, drink, smoke or carry anything hot while holding a baby.
- Put babies to sleep on their backs unless parents (with their doctor's advice) have told you to do otherwise. Insist that others who care for the baby do the same.
- Serve healthy foods. Avoid sweetened, salty or fatty ones.
- Lock up guns, alcohol, drugs and chemicals such as cleaning solutions. These can kill a baby and older children also.
- Watch for choking hazards such as small hard candy, coins, popcorn, grapes and nuts.
- Put away knives, matches and other items that can hurt a baby. Put them in a place an exploring baby can't reach or open.
- Never, ever shake a baby.



**U.S. Department of Agriculture, U.S. Department of Education and U.S.Department of Health and Human Services, Healthy Start, Grow Smart, Your Newborn, Washington, D.C., 2002

Ideas: Gail Jones, Kathy Faggella

Art: Catherine Minor, Debby Dixler

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SAND PLAYDOUGH NUMBERS

Bring a little bit of the beach home with you and use it to make play dough that will harden in the sun. Show children how to form the sand into numbers. This will help them learn to recognize and create numbers with different senses.

You'll Need: 1 cup sand • saucepan • bowl • 1/2 cup cornstarch • 3/4 cup water • cookie sheet or tray • plastic or wooden numbers • rolling pin • spatula • plastic knife • measuring cup

What to Do:

1. Together with children, roll or pat out the dough so it is 1/2 inch to 3/4 inch thick.
2. Encourage children to press plastic or wooden numbers into the dough or to cut the dough into strips with a plastic knife and form the numbers by hand.
3. Carefully lift finished numbers and put them on a tray or cookie sheet. Place the tray or cookie sheet with the numbers on it out in the sun to bake for 1 to 2 days. They will become hard.
4. Cover any remaining mixture in the bowl with plastic wrap to use later.
5. When the numbers have hardened, use them to play with children.
   - ▲ *I wonder where the 5 is?*
   - ▲ Look at your numbers. Put all of the "stick" numbers (those made with straight lines) over here and all of the "curvy" numbers (made with circular shapes) over there.
   - ▲ *Which number is hardest to remember? The easiest? Why?*

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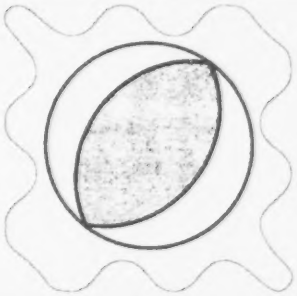
IN THE BOOK CORNER:

- *Papa, Please Get Me the Moon* by Eric Carle (Simon & Schuster)
- *My Dad Is Awesome* by Nick Butterworth (Candlewick)
- *Just Me and My Dad* by Mercer Mayer (Golden)
- *The Daddy Book* by Todd Parr (Little, Brown)
- *Sleepy Me* by Marni McGee (Simon & Schuster)

This month at www.familytlc

TWO'S
Summer: Beach Ball Kick
THREE'S AND FOUR'S
Game: Count on Me
Summer: Numbers on Parade
FIVE TO SEVEN
Cooking: A Salad to Count On



INFANT CARE: More Games for Fun and Learning

From six months old, a baby is awake for much of the day, and he wants to play. Here are some tips for fun and learning with babies.

- Play naming games with the baby. Point to his nose and say, *"Nose."* Do the same with his eyes, hands, and toys.
- Play pat-a-cake with your baby.
- Play Pop-Goes-the-Weasel. When you reach the "Pop," raise the baby's arms in the air. Don't jerk his arms or swing him by his arms.
- Play hide a toy under a blanket or piece of cloth. Let the baby grab the toy and learn to pull the blanket off.
- Put several empty plastic cups into a shoebox. The cups can be different sizes. Reach into the box and take one cup out at a time. Pick out another cup and do it again. After you do this a few times, the baby will copy what you do.
- Put a large picture of Mommy and Daddy near the baby's crib or high chair. When he says *"Ma-Ma"* or *"Da-Da,"* point to the pictures. Say, *"There's Mommy"* (or, *"There's Daddy."*).

**U.S. Department of Agriculture, U.S. Department of Education and U.S.Department of Health and Human Services, Healthy Start, Grow Smart, Your Newborn, Washington, D.C., 2002

Ideas: Jeannine Perez, Donna Bird, Susan Miller
Art: Nina Woldin, Debby Dixler, Catherine Minor
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ABC PICNIC

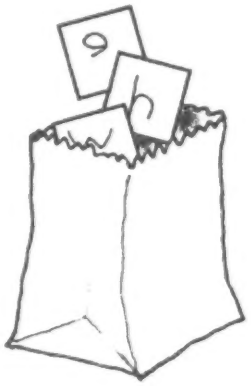
Summertime often means a brown bag picnic under a tree, on a sandy shore, or along a riverbank. Here are some lunchtime learning activities for the "Lunch Bunch." During the meal, let children discover some surprises in their bags. After lunch, turn the bags themselves into puppets and stages.

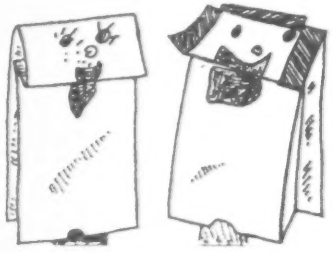
MAKE-A-WORD

You'll Need: 3" x 5" cards ○ markers ○ brown paper bags

What to Do:

1. On each card, make one or more of the following letters (so there are enough for each child to have one): a, o, m,p,t,b,h,s,w,n.
2. Place one card in each bag.
3. At lunch, help children take out the cards and together see how many words they can make.
4. Use the outside of one brown bag to write down words children make.





PUZZLE PUT-TOGETHER

You'll Need: a cardboard or wooden alphabet puzzle

What to Do:

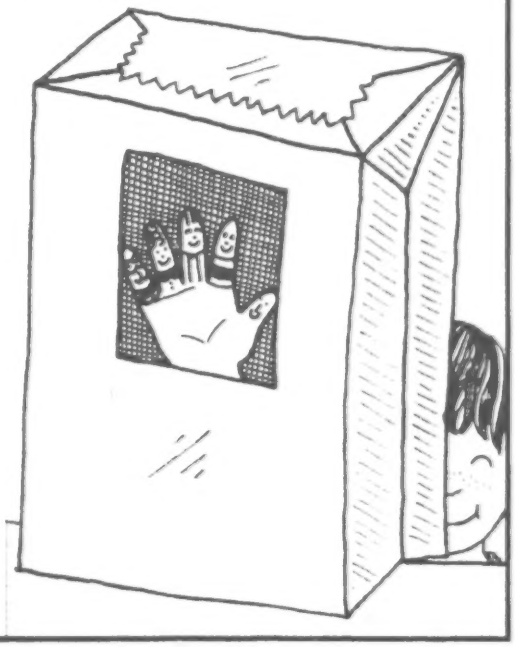
1. Place one or more puzzle pieces into each lunch bag.
2. At mealtime, let children take out their puzzle pieces and match them to make the whole puzzle.

PAPER BAG PUPPET THEATER

You'll Need: paper bag ◒ markers ○ scissors

What to Do:

1. Cut off one-third of the bag from the opening.
2. Cut a long narrow rectangle into the front side of the bag (not the seamed side).
3. Use markers to make finger puppets on inside fingertips.
4. Invite children to place their hands with decorated fingers through the bags until puppets face out of the 'stage window.. Make up a play.



PUPPETS

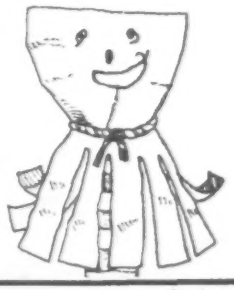
You'll Need: markers ◎ scissors ○ string

What to Do:

1. Show children how they can make puppets from the empty brown lunch bag.
2. Some samples are:

◆ Talking Puppet: Draw a face on the bottom of the bag with a marker. (A 'body' can be drawn with marker on the rest of the bag.) Draw an upper lip on the edge of the bottom of the bag and a lower lip on the side. Work the puppet by placing four fingers in folded bottom and moving them up and down against the bag.

◇ Octopus Puppet: Tie a string around the middle of the bag. With scissors, cut many strips for tentacles. Marker in a "face."



IN THE BOOK CORNER:

Introduce alphabet letters with one or more of the fun and interesting children's books that deal with the ABC's. You might share a new book each week or compare how one letter is introduced in several different books.

Children can use these books to help them create their own alphabet books. Draw a large letter on a plain sheet of paper and make copies of each child. As you introduce the letter and do the other activities in this newsletter to give children practice with it, give them the letter to decorate with drawings and/or pictures cut from old magazines. Keep the letters in a folder and when all 26 have been done, staple the pages together or hole punch them and attach with yarn.

- *Alligator Arrived with Apples* by Crescent Dragonwood (Aladdin Books)
- *Q Is for Duck* by Marcia Folsom (Clarion)
- *The Z Was Zapped* by Chris Van Allsburg (Houghton Mifflin)
- *Animalia* by Graeme Base (Abrams)
- *Chicka, Chicka Alphabet* by John Archambault (Little Simon)
- *G Is for Goat* by Patricia Polacco (Philomel)
- *A You're Adorable* by Buddy Kaye (Candlewick)
- *Alligators All Around* by Maurice Sendak (HarperTrophy)
- *Baseball ABC* by James Buckley, Jr. (DK)

INFANT CARE:
Your Baby's Brain Between 6-12 months

Helping a baby's brain develop can be fun for both of you. There are things you can do to help her learn. Here are some ways to help a baby's brain develop.

- Talking to a baby helps her learn to speak. You can tell her the names of her body parts. Repeat things. The baby will learn new words even before she can speak. A good time for this is while you are changing her diaper. You can talk about rubbing her leg, her foot and her toes.
- Point to objects that are near and describe them for the baby. You can point to a blanket and say, *"Feel the blanket on your cheek. It's soft and cuddly."*
- Talk about your activities as you do them. As you prepare to go outside, you can say, *"Let's go for a walk. I'll put you in the stroller."* If you're wiping her face, you can say, *"Let's wipe your face clean. No more stickiness! Doesn't that feel better?"*
- Play finger games or hand games with the baby. When she does something you like, move your fingers or hands. You can wiggle your fingers whenever she smiles. Or you can rub her tummy whenever she grabs her feet. Soon she will learn that when she does something it makes you do something too.
- Hide objects under a blanket. Act surprised and delighted when the baby finds them.
- Put pillows or soft blocks down on the floor. The baby can crawl to them. She can crawl all over them.
- Give the baby toys and games that help her learn. Give her balls, blocks, nesting toys, busy boxes and rattles. She also likes toys that she can pull apart and put back together. Talk to her about the names of the toy and what the toy is doing.

* U.S. Department of Agriculture, U.S. Department of Education and U.S. Department of Health and Human Services, *Healthy Start, Grow Smart, Your Newborn, Washington, D.C., 2002*

Ideas: Donna Bird, Kathy Faggella
Art: Catherine Minor, Nina Woldin, Debby Dixler
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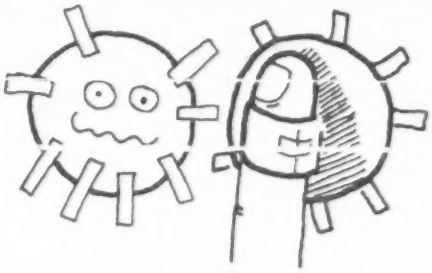
A PUPPET STORY

Encourage children to dictate a story to you and to draw pictures for it. Make an interesting cover. Invite children to use water color, fingerpaint, and so on, to decorate.

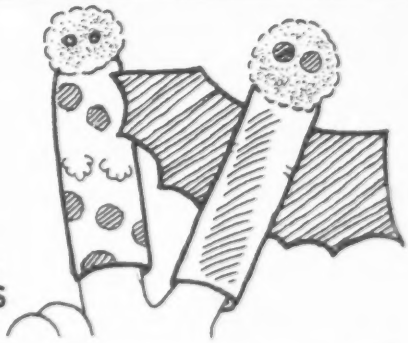
Make a special finger puppet representative of the main character. If the child's story is about a mouse, the mouse puppet sits on the child's finger and together they "read" the story. When the story is finished, the mouse goes to sleep in a special pocket or "mouse house" stapled to the bottom one third of the front cover of the book.

Have children pick a puppet and write a book. Your budding authors will not only have their very own book, but they will also have a special puppet friend.



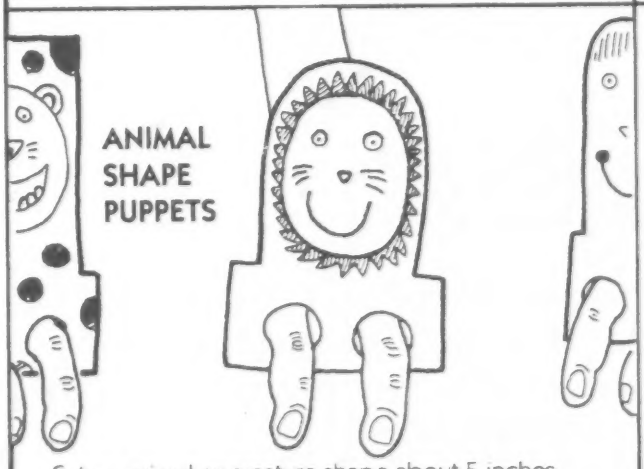
RING PUPPETS

Spiders and "creative creatures" work well with this type of puppet. Cut out a construction paper circle and decorate it to represent any animal or creature you wish. Make the ring by rolling up a one- inch strip of paper and attaching it to the back of the puppet. Slip the ring on the child's finger. Add eight yarn legs for spiders or an interesting face for a creature.



GLOVE FINGER PUPPETS

Two pairs of cloth garden gloves can make 20 puppets. Cut off the individual fingers from the gloves to use as animal or creature bodies. Glue a pom- pom on top of the tip of the finger for the head. Add eyes and other features. Use markers or crayons to color the glove finger. To create bats or birds, glue construction paper wings across the top of the finger tube.



ANIMAL SHAPE PUPPETS

Cut an animal or creature shape about 5 inches long by 4 inches long wide. Make the bottom third into a rectangle. Punch two holes, each with a diameter of 3/4-inch near the bottom for the fingers to go through.

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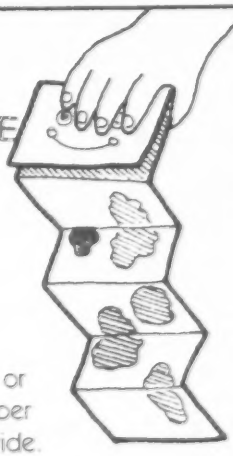

ACCORDION-FOLDED PUPPETS

These make delightful people or slinky snakes. Cut a strip of paper 12 inches long by 2 inches wide. Fold accordion style. Draw a face on the top square. Hold the puppet by the second fold which becomes the mouth. Decorate the entire strip.

SCHOOL-AGE KIDS: Book-Making

Read with school-age children as well as younger ones. Ask questions such as: *"What happened at the beginning of the book?" "Who is this book about?" "How does (main character) solve his problem?" "How does the book end?"* Use the pictures in the book to review the story and help children see the order of events. When children have a good understanding of what makes a book, they are ready to create some books of their own. The following book can be made as a group project or by each child on his own.

What to Do:

1. To get started, each story will need a main character. Let children choose or create their own. You may wish to help by showing a picture, toy, stuffed animal, doll or action figure to inspire them. Help children create a setting for their character by talking about such things as where the character lives, who his friends and/or family are, and so on. Help children make notes of this information.
2. Next comes the creative part—making up the story. If you can, work with each child, helping her write her words as she tells the story. Depending on the age and abilities of the children, having one or two extra adults at this stage might help keep things moving along.
3. Let each child make a cover for her book. Covers should have the title and author of the book, along with a picture or colorful design. Let children use paints on the cover if the other illustrations are crayon.
4. Help each child divide her book into pages so that there is a picture with words that describe it on the facing page. The books can be any size, but standard sheets of white or manila drawing paper work well. A Title Page will make the book more "authentic" for children. On the back of the Title Page, there will be the picture for the first page of the text. Each page that follows will have words on the front and the picture for the next page on the back. This is hard. Lay out the pages for the book with the author and number them, so it will be easier to know where each picture and words go.
5. The story can be hand printed by the child or done on a computer and then pasted on the correct page.
6. Have children assemble their books, then bind them using staples (Hammer the back of the staples flat so no one will get hurt.) or punch holes to tie it together with yarn or ribbon.

Ideas: Jeannine Perez, Barbara Backer, Donna Bird
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Art: Debby Dixler
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TEACHING LEARNING CARING

PARENTS & KIDS TOGETHER

SUMMER DRINKS AND BROWN BAG FUN

STRAWBERRY SMOOTHIE

(makes 4 cups)

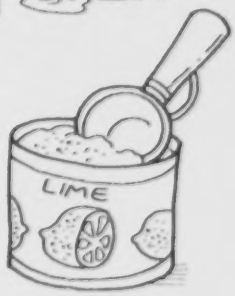
You'll Need: 1 pint fresh strawberries, cleaned and hulled (frozen strawberries can be used)
● 1 ripe banana ○ 1/2 cup orange juice ◎ 2 tablespoons honey ◎ 1 cup ice cubes

What to Do:
1. Place ice cubes and orange juice in a blender and mix.
2. Add banana, strawberry, and honey. Blend until smooth.

APPLE-LIME COOLER

(makes 4 servings)

You'll Need: 1 pint lime sherbert, softened
▲1 1/2 cups chilled apple juice



What to Do:
1. Put sherbert in blender.
2. Add apple juice.
3. Blend until soft and smooth.

PINEAPPLE FLOAT

(makes 2-3 quarts)

You'll Need: 1 package of powdered drink mix 1 cup sugar △ 4 cups water △ 23 ounces pineapple juice △ 1/2 quart ginger ale

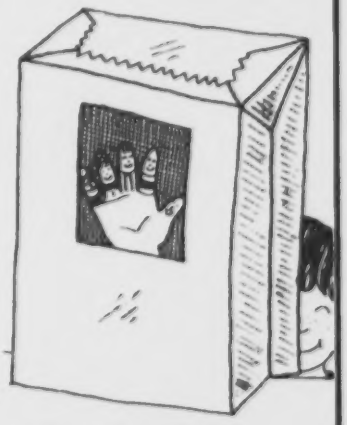
What to Do:
Mix together and serve over ice.

BROWN BAG PICNIC FUN

TALKING PAPER BAG PUPPET

You'll Need: markers
● scissors ○ string

What to Do:
1. Draw a face on the bottom of the bag with a marker. (A 'body' can be drawn with marker on the rest of the bag.)
2. Draw an upper lip on the edge of the bottom of the bag and a lower lip on the side.
3. Work the puppet by placing four fingers in the folded bottom and moving them up and down against the bag.



PAPER BAG PUPPET THEATER

You'll Need: paper bag
◎ markers ○ scissors

What to Do:
1. Cut off one-third of the bag from the opening.
2. Cut a long narrow rectangle into the front side of the bag (not the seamed side).
3. Use markers to make finger puppets on your child's inside fingertips.
4. Invite your child to place his hand with decorated fingers through the bags until puppets face out of the 'stage window'. Make up a play.

Ideas , Kathy Faggella
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PLANS FOR AUGUST

Activity	Week of August 4	Week of August 11	Week of August 18	Week of August 25
Circle Time				
Free Choice				
Learning Centers				
Creative Art Activity				
After-Schoolers				
Prep Work				

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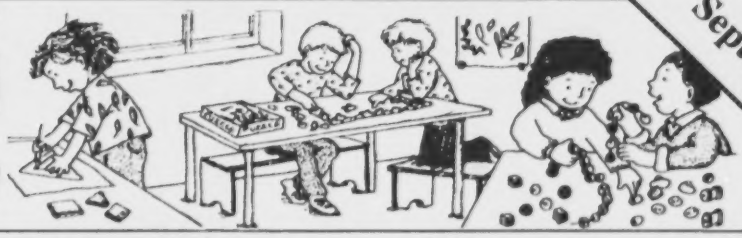

September, 2003

For People Who Care for Young Children

CREATING A LEARNING ENVIRONMENT FOR YOUNG CHILDREN

Effective preschool programs are places where children feel well cared for and safe. They are places where children get attention, approval, and affection. They are also places where children can build a strong foundation in the knowledge and skills needed for school success.

Young children need providers/ teachers who welcome all children to their program, including children from different cultures, children whose first language is not English, and children who have disabilities.

Young children need caregivers who take time to work with them one-on-one, in small groups, and sometimes with the entire group to help them develop important social skills, language skills, and an interest in learning new things about the world.

Young children need help in developing the thinking, language, and early literacy skills needed for school success.

Effective early childhood teachers and child care providers:

- know when children can figure out new ideas and concepts on their own and when it is important to explain things to them step-by-step.
- encourage children to try all activities and to honor the rules of the program.
- listen to what children say and expand upon their language, building their vocabulary and background knowledge.
- know when to teach directly, when to give children time for exploration and discovery, when to help them practice skills, and when to encourage creativity.
- plan activities that teach skills and concepts and challenge children.
- know how to help children learn to work together and to resolve their problems.
- encourage children to respect each other's time and personal belongings.
- give children lots of time for conversations with other children and with adults.
- know how to set up rules and keep order in a program, but in a way that children learn how to join in and enjoy learning.
- create learning centers and arrange the learning areas so that children can learn and play on their own.

** *adapted from US Dept.of Education and US Dept. of Health and Human Services, Early Childhood- Head Start Task Force, Teaching Our Youngest, Washington, DC 2002*

THIS MONTH IN *EVERYDAY TLC*

▲ Learning Centers
△ The "All About Me' Theme
▲ Routines and Rules
△ Tips on How to Ask Questions
Learn-at-HomeTraining: Planning a Safe and Healthy Learning Environment (Content Area #1)

Learn How to Use *EVERYDAY TLC* Everyday on
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Everyday TLC Parents & Kids Together

TEACHING LEARNING CARING

See Parents & Kids Together in Spanish at www.everydaytlc.com

BOOKS TO READ

ALL ABOUT ME

- *All About Me* by Debbie MacKinnon (Barrons)
- *Amazing Pull-Out, Pop-Up Body in a Book* by David Hawcock (DK)

GOING TO SCHOOL

- *Carl Goes to Day Care* by Alexandra Day (Farrar, Straus, & Giroux)
- *See You Later, Alligator* by Laura McGee Kvasnosky (Red Wagon)
- *When Will I Read?* by Miriam Cohen (Greenwillow)
- *Show and Tell* by Michael Martchenko (Annick)

QUESTIONS

- *Who Uses This?* by Margaret Miller (Greenwillow)
- *Guess Who?* by Margaret Miller (Greenwillow)
- *I Spy Year-Round Challenger! A Book of Picture Riddles* by Jean Marzollo (Cartwheel)
- *The Cat's Quizzer* by Dr. Seuss (Random House)

QUESTIONS ARE IMPORTANT!

You can help your child develop thinking skills through the questions you ask and the way you talk together. At first, just by naming objects and describing actions, you can add to your child's understanding of the world. Then, if you talk about the "whys," she also learns about cause and effect—that there are reasons for everything that happens. Soon your child will realize that often the causes are not discussed and she must figure them out for herself.

There is an art to talking with children. The questions you ask are very important. Try not to ask questions that call for only *"Yes"* or *"No"* answers because these don't encourage your child to practice thinking skills and often they can end a discussion.

Ask some questions that call for one good answer: *"How old are you?"* This type of question helps your child learn new vocabulary words.

Still other types of questions have many possible answers: *"How would you decorate this cake?" "What do you think happened to Goldilocks after she ran away from the bears?"* These questions encourage your child to think creatively.

Here are some suggestions for activities or situations where you can ask questions that will encourage your child to think creatively.

- When you are reading a new story, stop a few pages before the end. Let your child suggest possible endings for the story. Compare suggestions with the rest of the story.
- Try this for creative thinking on a rainy day: *"What are some unusual things we could do on a rainy day?"*
- Collect a few simple junk items. Ask: *"What can you make with these things? Show me."*
- Ask your child to create a new holiday. Write down some of her suggestions as she talks to you.
- Help your child learn the difference between reality and make believe with some *"What if's."*
  - *"What if the floor I am mopping were all water? How would you cross it?"*
  - *"What if you were a tree? How would you look?"*
  - *"If there was a present in this box, what would it be?"*
- Try asking at least one of this type of thinking question each day.

DON'T FORGET TO VISIT: www.familytlc.net for lots of fun, learning activities to do with your child!

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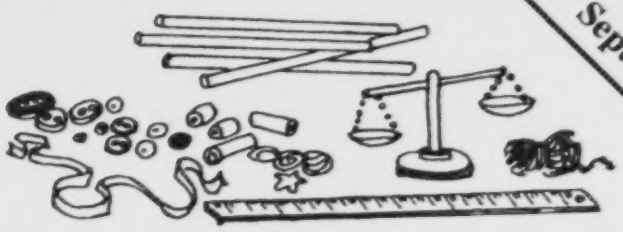


Week One
September 1, 2003

For People Who Care for Young Children

LEARN ABOUT LEARNING CENTERS

WHAT IS A LEARNING CENTER?

You want the area in which children learn and play to be safe, well-organized, and inviting. Many early childhood programs divide their space into learning centers—small, quiet, work/play areas organized around a learning theme.

Learning centers come in all shapes, but they usually have at least three sides. The sides may be created with walls or dividers. Low storage shelves (such as block or art shelves) and cubbies are often used to help define learning centers. (See page 3 for creative suggestions for dividers.)

The size of the learning center depends on your space and the theme or type of play. Learning centers can be large enough for four children to play in at one time. But cozy learning centers for two can be fun.

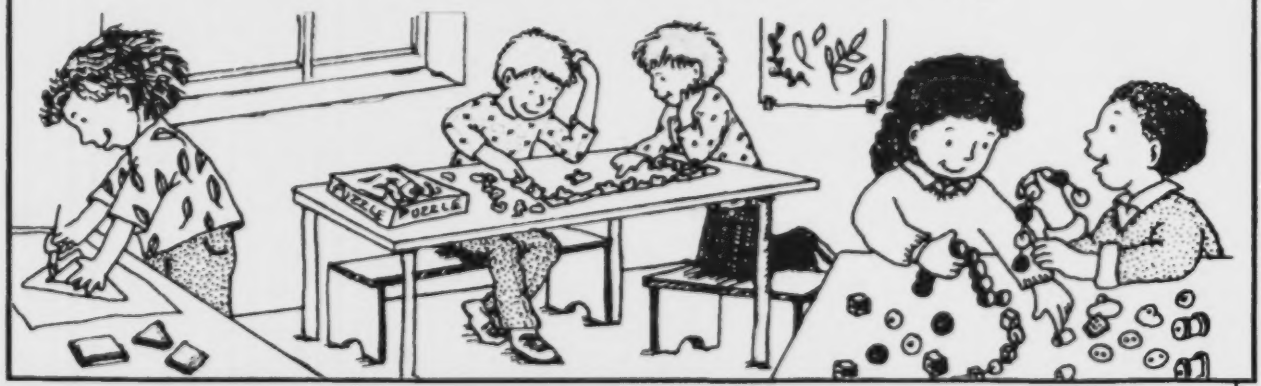
A learning center should offer different activities. This helps children be imaginative and keeps them from getting bored. Activities allow children to work on their own or in small groups.

In learning centers, materials are organized to help children learn. To help children develop the skills that are important for learning to read and write, you can set up **Listening Centers, Book Corners, Writing Centers, and Puppet Centers.**

Learning centers can also be arranged around a type of play such as: block play, dramatic play, small motor play (Legos, Lincoln Logs, and puzzles), cooking, woodworking, water/sand play, and group board games such as Candyland.

Learning centers can also be developed around a theme: teddy bears, trucks, gardens, the post office, colors--whatever you and your creative kids come up with!

Ideal programs have a mixture of learning centers. If you have a home-based program that isn't large enough to have all centers at once, you can change them from time to time. This helps to keep your program fresh and exciting.



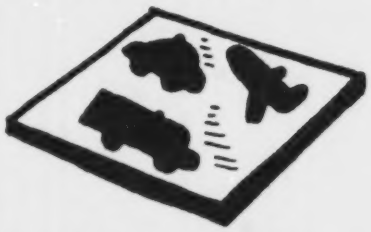
Learning Center Basics

● Everyone should feel successful playing in the learning center so you should choose materials, toys, and games based on children's abilities and special needs.

◔ All materials should be made of nontoxic materials and safe for all children.

● Provide a variety of materials so that children can be creative.

◔ Choose toys, games, and activities that should encourage hands-on active learning.



● Children should be able to work on their own in a center as well as in small groups where everyone learns to cooperate.

◔ Children should be able to work at their own pace with materials in a center.

● Whenever possible, use materials that are self-correcting (such as self-correcting puzzles).

○ Children should easily understand how to use the toys and materials so they can explore on their own rather than depending on your guidance.

● Learning center materials should be arranged attractively so that children want to play there.

○ Materials should be stored at children's eye-level in each center.

● Each center should have a system of storage that allows children to start playing without adult help as well as accept responsibility for cleaning up after they finish playing. For example, in the **Block Center**, outlines of blocks can help children know where to put blocks back after they are finished playing. Water and paper towels should be near the **Art Center**.

○ Learning center items should appeal to the five senses, giving children something to see, touch, smell, or feel. AND, in the case of a cooking learning center, taste!

● If possible, have a variety of materials in the center. For example, in a **Language Arts Center**, you might have books, puppets, tape recorders, You might even have View Masters, story tapes, and maybe even a VCR/TV for watching a children's story on tape or DVD.

○ Learning centers should be organized so they encourage children to play, develop imagination, and learn to concentrate. For example, children find a **Sand Table** more interesting when it has water, sand sieves, pie pans, plastic animals, shovels, molds, and measuring cups. **A Water Table** is more fun when children can give dolls baths or race boats.

◔ Learning centers should include non-biased materials, which respect both males and females, the cultural backgrounds of all of your children, and different kinds of families.

○ There should be enough materials in centers so that children don't have to fight or compete just to play. Several dolls in a center encourage children to play together.

◔ Centers should include soft elements. There should be pillows, rugs, small rockers, bean bag chairs, plants, mobiles, lovely photos, and even soft music in some of your centers.

○ Centers should be designed to help guide children on how to use them. For example, in an **Art Center,** paintbrushes can be color-coded with the proper paint cup so children replace them correctly.

◔ Centers should be arranged so that noise stays in the center as much as possible. Carpet in the **Block Center** and **Housekeeping/ Dramatic Play Center** absorb noise and provides warmth and comfort.

Everyday TLC
TEACHING LEARNING CARING
Week Two
September 8, 2003

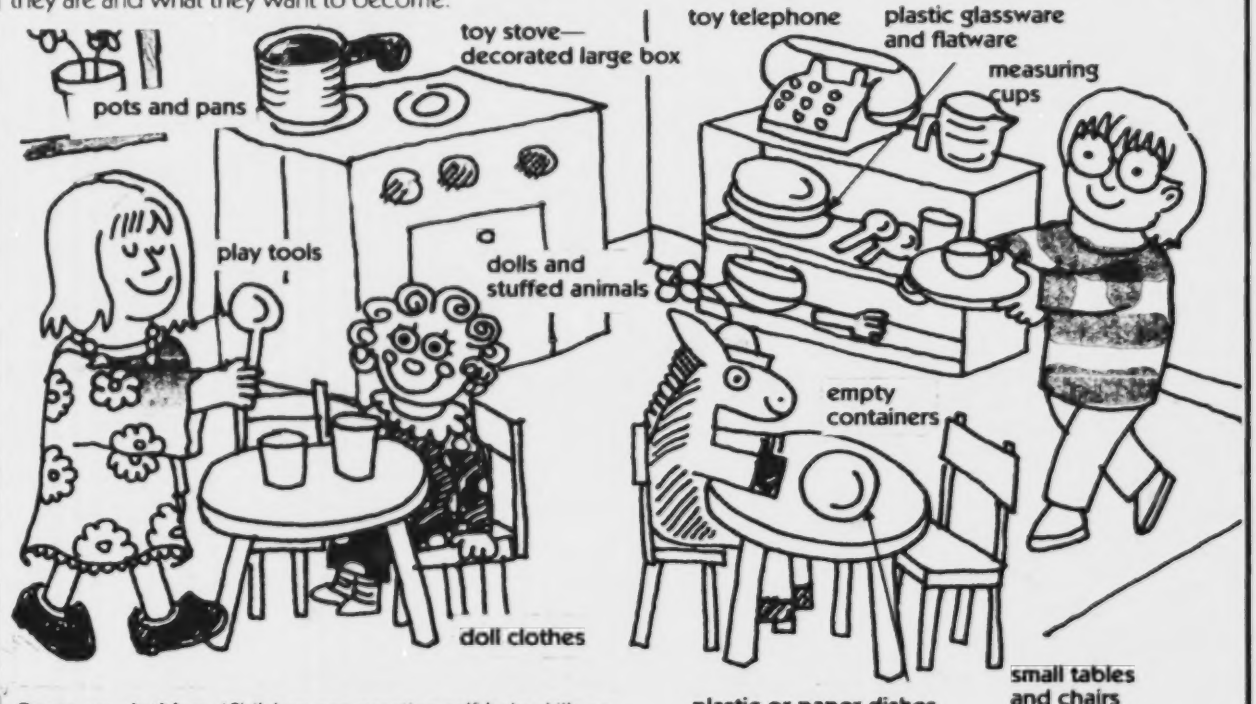
For People Who Care for Young Children

"ALL ABOUT ME" IN CENTERS

"All About Me" is a September popular theme in many early childhood programs. It gives you a chance to get to know new children, find out how children you haven't seen over the summer have grown, and learn how children view themselves. If you have learning centers in your program, you can bring this theme into each one or you can have a special theme center with all activities related to "All About Me."

HOUSEKEEPING/DRAMATIC PLAY CENTER

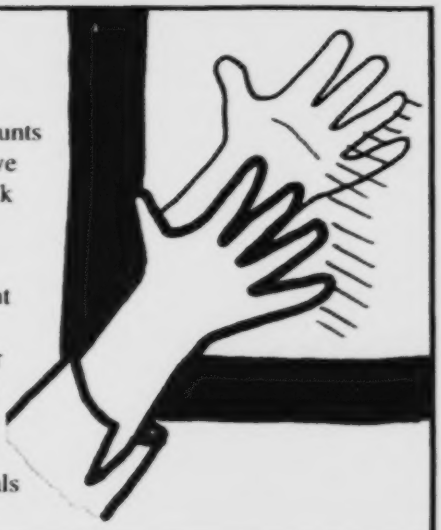
Pretending is an important part of play. Drama can be many things: a way to learn to get along with others, a safe way to express feelings, a way to develop creativity and imagination, situations to encourage problem-solving, a vocabulary builder, and a wonderful way to practice growing up. Here are some items you may want to have at different times in your **Housekeeping/Dramatic Play Center** so that children can express who they are and what they want to become.



Dress-up clothing (Children can practice self-help skills as they zip, button, and snap by themselves. So have plenty of clothes with easy fasteners in your dress-up box.)

In the beginning, just observe as children use some of these items. See what problems come up and how each is solved. After there has been some time for children to problem solve on their own, you may wish to bring up interesting problems for children to act out and solve.

MATH CENTER



Children become aware of the "numberness" of things in their lives at a very early age even though they do not know the words that show what amounts are being talked about or used. They see, for example, their two hands or five fingers. When they are older and can talk about themselves, children can talk about "how many." By using a mirror, they can "see" the amounts.

Place a large mirror in your **Math Center**. You may also want to have small mirrors nearby. Let children take turns using a mirror. Name different body parts and ask children to point to each one. Let them talk about the "amounts" of noses and mouths versus the "amounts" of eyes, ears, arms, or legs using numbers in their descriptions. Other body parts you may want to include are: "one"-head, chin, stomach; "two"-hands, knees, feet. Make this a time of discovery so that children may also realize that the number of fingers is the same on each hand or that the number of toes on one foot equals the number of fingers on one hand.

SCIENCE CENTER

Invite children to explore their bodies by making prints of as many body parts as possible. If you can, move your **Science Center** outside for a while. Use large sheets of paper and fingerpaints, thinned a little with water and set out in clean foam trays (Get these from your butcher.) Be sure to have buckets of warm, soapy water and dry towels ready.

- Begin with a thumbprint. If possible, give children magnifying glasses to look at their prints carefully. Encourage them to compare their prints. Show children how they can make their prints into little animals with just a few lines of a crayon or marker when the prints are dry.
- Next have children make a palm or footprint. They can use the side of the foot or just the toes. Make sure that children don't make the prints too close together or use too much paint. When the prints are dry, you and the children can cut around them and use them for collages or group murals.
- Children can make handprints. When these are dry, children can add details to make them into trees, turkeys, or anything they like.
- Place books and charts in the **Science Center** that show children what is under their skin. Find pictures of the circulatory system, the muscles, and the internal organs. Place a child-sized stethoscope in the **Science Center** so that children can listen to each other's heart beats.

Here are two books you might want to feature in your **Science Center**:

△ *All About Me* by Debbie MacKinnon (Barrons)

△ *Amazing Pull-Out, Pop-Up Body in a Book* by David Hawcock (DK)

ART CENTER/ PUPPET CENTER

You'll Need: stapler or glue ● paper plate—cut in half ● old newspaper ● 2 sheets of mural-size paper—for each puppet ● felt tip markers, crayons, or paint

What to Do:

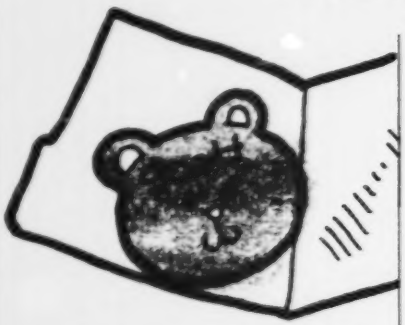
1. Trace each child's body onto large paper.
2. Place another sheet of paper under the tracing and cut out 2 outlines.
3. Invite the child to draw or paint in her features, hair, clothing.
4. Use glue or stapler to put the two outlines together.
5. As outlines are being glued or stapled, let each child crush up newspaper and stuff each section.
6. Staple the paper plate half onto the back of the puppet's head so a child's hand can be slipped into it.

Everyday TLC
TEACHING LEARNING CARING

Week Three
September 15, 2003

For People Who Care for Young Children

HOORAY FOR ROUTINES



Just as you create a safe and inviting learning and play space that encourages children to explore, become independent, and learn to work and play together, you want to plan a balanced daily schedule. Large group activities, small group learning experiences, and individual play are all organized into the children's day.

The backbones of this schedule are routines that help pace the day for children. Think about the daily routines in your program. Help children and parents become aware of them. By making sure you have routines that everyone knows about and expects, you will be creating a program where children feel safe and comfortable.

Here are some typical routines in early childhood programs. You will be able to see how they not only help children work and play comfortably, but also develop self-help skills that help children develop independence and feel good about themselves.

MORNING ARRIVAL

How a child feels when she arrives at your program can set the tone for the entire day. So it makes sense to spend time making sure the transition from home to school is smooth and not scary. Before a child's first day in your program, it is a good idea to make parents aware of what happens when their child arrives. Morning arrival may mean parents accompanying their child into the room, child sign-in, or a parent sharing a child's health information.

Parents and children can be prepared for arrival routines by having a "warm up" visit before the child starts her first whole day alone in the program without the parent. You can send parents information about morning routines. Or you can describe the routine at a parent welcome get-together before children start in the program.

You can help children develop independence during morning arrival routines. Young children can learn to take off outdoor clothing (with adult help). Belongings can be put into cubbies. Children can show you and discuss treasures brought from home. After they arrive, it is a good idea to give children some time to play in learning centers on their own before a group activity begins. Children build decision-making skills and independence when they choose learning centers.

When they arrive, children should have a place to stow personal belongings and know right away where to go and what activities they can choose. Each morning, you might place a "name tag" (a laminated cutout of a car, dinosaur, or another popular item) in their cubby. When children arrive, they place their name tag into a folder to be used later during the day. The routine gives the child and parent a job right away, as well as helping children work on letter and numbers.

Because children arrive at different times, you might follow this routine with free play allowing everyone to ease into the day at their own pace. On the first day, half way through play time, ring the clean-up bell. Before this, go to each child and quietly say, *"In a few minutes, I will ring the bell and you should find a seat at the table."* By going to each child first, no one is surprised, frightened, or upset by not knowing what to do.

Routines Throughout The Day

GROUP ACTIVITY

By 9 a.m. in most programs, children are gathered together for a large group experience. Through this daily activity, children also develop independence. Children begin to learn how to behave in a group.

Children learn to listen in groups. They develop self-confidence as they take part in group discussions. In some programs, children can vote on songs or stories to sing during large group time. This encourages children to think independently as well as respect the ideas of others. Remember that it is important to begin each activity with a song or fingerplay signaling to children that a transition is taking place.

RULES

Be very clear in stating what you expect children to do. Review rules with children; let them help make the rules (Keep the discussion short.) and write and post rules for reminders. Keep the rules as simple as possible, only those that are important to a safe and happy program. Once the rules have been posted, refer to them when you see children not following them. Instead of saying: *"Sara is not reading quietly,"* say *"Rule 1 says, 'Read quietly'."*

As you move through each part of your day, talk about each routine with children, what you want children to do at circle time, book time, snack, in the bathroom, outside, when it's time to go home... Point out children who are doing the right things to everyone. Talk about what you see and like: *"I like the way Juan is reading quietly...Kristen put her book on the shelf..."*

MEAL TIMES

Depending on the length of the program day, some children may eat breakfast, snacks and/or lunch at your program. Eating times can be organized so that children can develop independence. Children can help set tables for meals or snacks. Children can choose their lunch partners. (However some children may need you to assign seating.) When eating family style (bowls of food passed from one child to another), children learn to behave responsibly by taking a small amount of each food. The ability to put food on the plate and pour milk leads to children's independence because they get to eat "like the grown-ups." When children clean up their own eating space, they develop independence, responsibility, and cooperation.

NAP TIME

After lunch, children can learn to be independent as they care for their bodies. Toilets should be used, hands washed, and teeth brushed--IN THAT ORDER! Depending on the lunch, children may need to wash their faces. Let children help get prepared for nap time. They can help you get cots, blankets, and a favorite sleep item (dolls, stuffed animals, books) from a storage basket or cubby.

Once a week, cot sheets need to be washed. When sheets (with elastic wrap-around leg straps) are easily removed, children develop motor skills.

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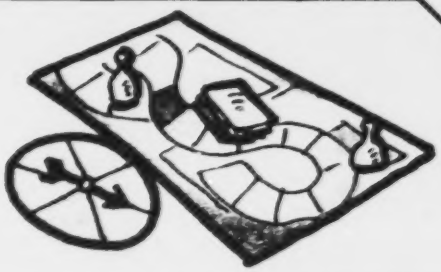
Everyday TLC
TEACHING LEARNING CARING



Week Four
September 22, 2003

For People Who Care for Young Children

POPPING THE QUESTION

The kinds of questions we ask our children help them develop important thinking skills. AND these skills help children to develop their own good questions.

For example, Brian, a family child care provider has a surprise for children, a cloth puppet. Let's listen in as Brian shows the puppet to one of the children, Jody.

What is it?
It's a puppet. What color is it, Jody?
It's red.
Do you like the puppet?
Yeah.
You put your hand in here and you make it talk like the puppets on Sesame Street.

Now let's replay the same scene with a different group:

What is it?
It looks like a funny, little clown!
What do you think it might be?
Can you notice anything else about it?
What could the hole be for?
Oh, it's a puppet!
Well, there's a hole here.
What can you make your puppet say?
HELLO!

Did you notice the difference in the two kinds of conversations? Which one is used most in your program? Jody's provider relies mostly on short answer questions. Sometimes, the adult almost puts the words in her mouth. He is quick to answer questions for her, even questions she might be able to answer herself. On the other hand, David's provider asks him questions that make him think. She doesn't always expect a set answer from him. In fact, some of the questions she asks could have many good answers.

Most of us need a little practice before this kind of questioning comes naturally. Try some of the suggestions on the next page.

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QUESTIONING SKILLS

You can help children develop thinking skills through the questions you ask and the way you talk with children. At first, just the naming of objects and the description of actions adds to a child's understanding of experiences. Then, if you talk about the "whys," she also learns about cause and effect—that there are reasons for each event that occurs. Soon she will realize that often the causes are not discussed and she must figure them out for herself.

There is an art to talking with children. The questions you ask are very important. Try not to ask questions that call for only *"Yes"* or *"No"* answers because these don't encourage a child to practice thinking skills and often they can end a discussion.

Ask some questions that call for one good answer: *"How old are you?"* This type of question helps a child learn new vocabulary words and how to classify.

Still other types of questions have many possible answers: *"How would you decorate this cake?" "What do you think happened to Goldilocks after she ran away from the bears?"* Questions such as these stretch a child's mind because they make her explore many possible answers. These questions encourage a child to think creatively.

Many activities help you encourage a child to be creative, partly through the questions asked as they are done. Children develop their imagination over time by constantly copying the things and people around them. Everything a child sees, she uses. Help children become better observers by pointing things out.

Here are some suggestions for activities or situations where you can ask questions that encourage children to think creatively.

- ◆ When you are reading a new story, stop a few pages before the end. Let children suggest many possible endings for the story. Compare suggestions with the rest of the story.
- ◆ Two children are quarreling over a toy and you're tired of it. Ask them, *"How can we solve this problem so that it will be fair to both of you?"* They'll probably have several good (or workable) suggestions.
- ◆ Try this for creative thinking on a rainy day: *"What are some unusual things we could do on a rainy day?"*
- ◆ Collect a few simple junk items. Ask: *"What can you make with these things? Show me."*
- ◇ Ask children to create a new holiday. Write down some of their suggestions as they talk to you.
- ◇ Help children learn the difference between reality and make believe with some *"What if's."*
  - △ *"What if the floor I am mopping were all water? How would you cross it?"*
  - △ *"What if you were a tree? How would you look?"*
  - △ *"If there was a present in this box, what would it be?"*
- ◇ Try asking at least one of this type of thinking question each day. If you run out of ideas, ask the children to help you.

One final thought on questions. Children use questions to get many results. Think about their questions as carefully as you think about your own. Take a look at the next page for some of children's questions.

Everyday TLC
TEACHING LEARNING CARING

YOU CHOOSE!

- ◇ Earn 40 clock hours toward your Child Development Associate* with *EVERYDAY TLC* Learn-At-Home Continuing Education Program and the Nutrition Education & Child Care Food Program
- ◆ Earn State Licensing Hours
- ◇ Do Both!!

Learn-At-Home Training for Child Care Professionals

Over the course of a one-year subscription to EVERYDAY TLC, you can receive eight Learn-at-Home training modules, which will count toward 40 hours of your CDA. These same training modules have been approved for one hour each (total of 8 per year) toward your state licensing hours for family child care providers in the following states: AK, AL, AR, CO, MA, OH, OK, OR, PA, RI, TX, WY (16 hours)*

It's Easy and Convenient:

Step 1: Review the continuing education self test and professional article in this issue of *EVERYDAY TLC.*

Step 2: Sit back, relax, and read through your issue of *EVERYDAY TLC.*

Step 3: Do the assignment as described in the test. Write your responses to the questions on the sheets (unless otherwise indicated). Please note: Photocopies of the test sheets will not be accepted. You must mail the original test pages from your *EVERYDAY TLC* issue!

Step 4: Remove your completed test sheets from *EVERYDAY TLC.* Be sure to include your name, address and phone number in the space provided on the test sheets. Place the test sheets and a check or money order for the fee in an envelope addressed to:

EVERYDAY TLC
P.O. Box 180
Wilmington, NC 28402

Your certificate of completion of continuing education credits will arrive within 3-4 weeks.

Cost:
- ◆ CDA $80 for all 8 tests (40 CDA clock hours)
- ◆ State Licensing Hours $5.50 per test

OR SAVE MONEY BY: removing completed test sheets and saving them until you have completed all 8. Send them to the above address with a $22.00 check or money order. (for state licensing hours only)

Note: The *EVERYDAY TLC* Learn-at-Home Training only counts toward 120 clock hours of training needed for your initial CDA application. The training does not count toward CDA renewal hours.

Questions: Please call: 1-800-677-6644.

2003 Test Issues: February/March/May/June/August/September/November/December

*The Child Development Associate(CDA) credential is awarded to those caregivers who have completed 120 clock hours of formal child care education, with at least 10 hours in each of eight categories. There are requirements for hours working with children, the creation of a resource file, written competencies, and a formal observation and assessment. For more information on the CDA program, please contact The Council for Early Childhood Professional Recognition at 1-800-424-4310 or on the web at www.cdacouncil.org.

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CREATING A HEALTHY LEARNING ENVIRONMENT

Your outdoor play area should be just a place of learning just like your indoor program. Children tend to be much safer when they are busy with interesting and challenging activities. Running around, riding trikes, climbing and sliding are great activities, but should be balanced with other, more quiet learning activities, especially, if you spend a lot of time outdoors. Bring out some activities that you usually do inside such as dramatic play, art, music and movement, story time and science. The outdoor climber can become a castle or a ship with just a few props. Painting outside with spray bottles of watered-down food colors on large sheets of paper clipped to a fence is very different from inside art. Science tools brought out in a 'science kit' can help children observe or collect stones, bark, or flowers. Information books seem even more interesting when taken outdoors to study the 'real things.' A story book read under a tree can give children a cozy experience. Bring the indoors out and watch children thrive.

1. Make copies of your state regulations for child care that deal with outdoor safety and health requirements. Include these copies with this test.

2. Take this check list outdoors today and answer *Yes, No,* or *Does Not Apply*

	Yes	*No*	*Does Not Apply*
● Is the way children go outside as easy to get to and safe as it should be?	☐	☐	☐
● Is the outdoor space large enough (by regulations) for all who use it?	☐	☐	☐
● Are there separate areas for babies, toddlers and pre-schoolers?	☐	☐	☐
● Are there shaded and sunny areas (for most of the day)?	☐	☐	☐
● Is there the right surfacing used under all equipment from which children might fall?	☐	☐	☐
● Is the loose surface material 8-12 inches deep?	☐	☐	☐
● Is there a smooth and separate area for wheeled toys?	☐	☐	☐
● Is the area free from trash, obstacles, and any dangerous equipment?	☐	☐	☐
● Is each piece of equipment in good condition (no broken or missing parts)?	☐	☐	☐
● Is the equipment the correct size for all the different children using it?	☐	☐	☐
● Is the sandbox filled with clean sand and covered when not in use?	☐	☐	☐
● Are the children always carefully supervised? (Adults stand near each active play area, not talking to each other.)	☐	☐	☐

If you have any "No's", what plans do you have for making changes right away? Please describe here:

_____

_____

_____

3. Observe your children playing in the outdoor area for two or three days. Then answer the following questions.

a. Which areas are the most popular (used)? _____

b. Which areas do not get used often? _____

c. Did any of the children get hurt, even a scrape or bruise? Explain. _____

_____

_____

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d. Did you notice any children using the area and the equipment in an unsafe manner? If so, what did they do?

e. What changes will you make based on what you saw?

4. Describe two activities that you brought from indoors to the outside. How are these activities different when they are done outdoors? How do children like doing these indoor activities outside?

- Activity 1

- Activity 2

5. This fall, plan to use your outside area to help children develop skills and concepts.. Describe some of the activities you will be doing. Are there any health or safety concerns? What will you do about them? How do you think the children will feel about learning outdoors? Use another sheet of paper for your answer, if you need to.

Name_____

Address_____

City_____ State_____ Zip Code_____

Telephone_____

☐ CDA ☐ TRAINING CERTIFICATE

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CDA Professional Article

FOR SAFETY'S SAKE

by
Kathy Faggella

Most programs make use of an outdoor area each day, whether children go out for 15 minutes on a cold, crisp day or play outside for two hours on a warm, sunny day. But when was the last time you looked at your outdoor play area with an eye for safety? Have you been as careful for safety and health issues out-of-doors as you have been for indoors?

Start your evaluation of your outdoor area with your state's licensing laws and regulations. Usually you can get a copy of your state's regulations for child care from the State Health Department. These requirements generally tell you the number of square feet for the number of children using the area at one time. For example, most recommend 80 to 100 square feet per child. The 'state regs' also suggest safe ways to get to the area and do not want the play area to be a long walk away, next to a busy street, or sharing space with a parking lot. The regulations also describe fencing in the area, basic safety rules, and specifications for playground equipment. Everyone needs to read and reread these regulations to be sure to obey both state and local laws.

Now take a good look at what you have for children outdoors. Usually there is open space, play equipment, and space for wheeled toys. If possible, you should have a grassy, shaded area, a cushioned area for play, and a paved area for riding. The space must be large enough for all children who play outdoors at the same time as well as provide safety for any special needs children. Try to find an outdoor space with natural elements: open space and gentle hills for running and rolling around, trees to sit under, a sunny spot for a garden, even a low tree stump for jumping from and hammering into!

Take a look at your surfacing. There must be a soft, cushioning material under climbers, swings, slides, and rocking equipment. For pre-schoolers, you can use pea gravel, wood mulch, sand and even foam. (These materials may not be good for younger children because often they are mouthed.) It is very important that this loose surfacing material be 8 to 12 inches deep and that you rake it regularly, especially around well-worn areas.

The equipment used outside must meet state and federal guidelines first and foremost, so check on those. All equipment must be developmentally appropriate, which means that if 18 month olds share outdoor space with four and five year olds, you must have different sets of equipment for each group. A good rule to follow is that children should climb no higher than their ages in years: a two year old should use equipment no higher than two feet. The wrong-sized equipment can be dangerous for babies and toddlers and very boring for a pre-schooler! Equipment must be checked EVERYDAY for splinters, broken parts, loose screws, rusty bolts, sharp edges, exposed ends on metal pieces and peeling paint.

You must have shade on some part of the play area at all times during the day. Shade can come from a tree, a tent, a roof or awning. Also you need to separate older children from babies and crawling infants for safety. Babies can be placed on blankets away from the travel area for older children. You can set up a crawling area for mobile infants and young toddlers with lots of cardboard boxes, cloth tunnels, and blanket tents on tables.

Sprinklers that gently spray water on children as they walk through them are great. "Kiddie pools" are not good for water play. Use a water table for older children and special, toddler-sized water tables or plastic dishpans for your youngest children . It is recommended that children wear goggles for all sand play to protect their eyes.

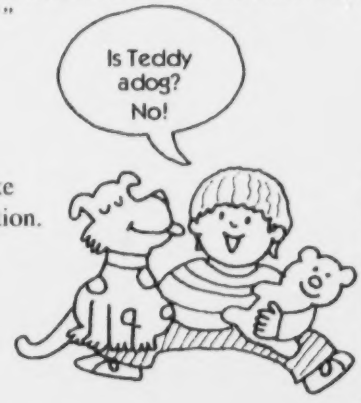
ALWAYS take a first aid kit outdoors when you go outside. Tissues and a plastic container or bag to throw out dirty tissues must be out as well as fresh water and clean cups for children to drink any day of the year.

Remember that the outdoor area should be challenging for children. They should be challenged to learn new motor skills such as 'pumping on the swing.' But safety comes first!

So, go outdoors today and create a checklist to make sure you have the safest, yet most accommodating and challenging outdoor area you can possibly have.

THE QUESTION OF QUESTIONS

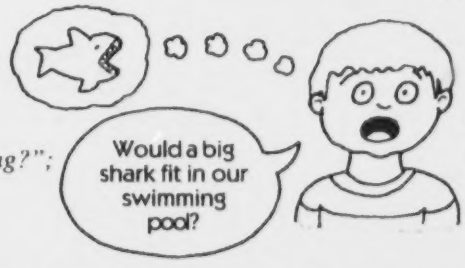
THE NON-VERBAL QUESTION This type of question is seen through the child's gestures and the expressions on her face. Often, the child will tug at you and seemingly ask, *"Can you help me?"*



THE CLASSIFICATION QUESTION
These questions help sort out data, make comparisons and then organize information. *"Teddy is furry...so is my dog, Spot..Is Teddy a dog? No, Teddy is a bear."*

THE PRACTICE QUESTION. As a child learns lots of new vocabulary, he loves repetition. A child might make this type of question into a game by asking, *"What color is my shirt?"* then answering, *"Red."* This question can be a game or a way of learning new words.

THE SECURITY QUESTION
These questions grow out of fears children naturally experience: *"If I have a bad dream, will somebody be here to give me a hug?"*; *"Will you die soon?"*



THE INFORMATION QUESTION Children really want to know why the sky is blue or what makes a rainbow.

THE PSEUDO QUESTION (A child wants attention with this question as much as your answer.). Children often use questions even when they don't really want or expect information or reassurance.

REALLY MEANS: "Can I go to bed later?"

REALLY MEANS: "I'm telling you I went to an ice skating party."

REALLY MEANS: "I want you to notice and admire my new dress."

THE HIDDEN AGENDA QUESTION. It is important for you to reflect the child's true feeling.

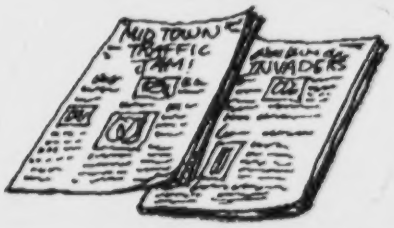
MIGHT REALLY MEAN: "Why do you have to leave me alone? I want you to stay."

IN THE BOOK CORNER:

- *Who Uses This?* by Margaret Miller (Greenwillow)
- *Guess Who?* by Margaret Miller (Grenwillow)
- *I Spy Year-Round Challenger! A Book of Picture Riddles* by Jean Marzollo (Cartwheel)
- *The Cat's Quizzer* by Dr. Seuss (Random House)

This month at www.familytlc.net

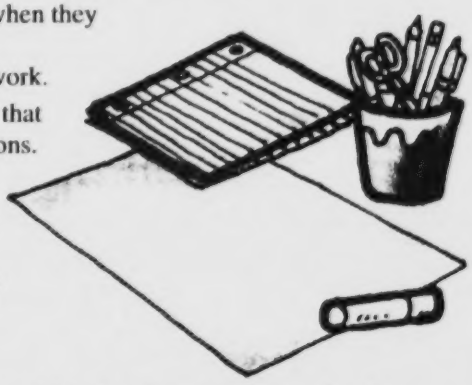
TODDLERS:
Game: Animal Talk
TWO'S:
Fall: Tree Talk
THREE'S AND FOUR'S:
Game: Folder Games
FIVE TO SEVEN:
Game: Newspaper Games

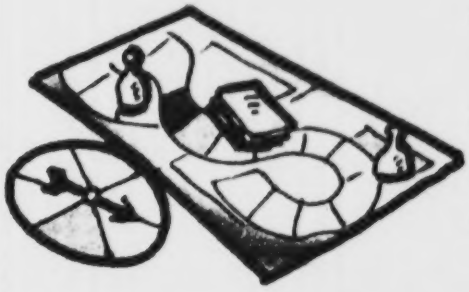


AFTER-SCHOOLER IDEA: A Place to Do Homework

The children who come to you after school often have homework to do before they can play. Here are some tips to help you create a positive workplace for them.

- Provide some sort of relaxing activity for after-schoolers to do when they arrive before they start homework. Usually a snack and short conversation about the day will get them in the mood for homework.
- Create a homework area that is quiet, but still within earshot, so that you can be available to help with homework problems or questions.
- Make sure you have homework supplies—paper, pencils, pens, hole punch, and so on—available either in a special place or in the **Art Center** you have for younger children.
- Buy an inexpensive, used up-to-date encyclopedia or install one on your computer for after-schoolers to use for reference. Also have age-appropriate dictionary and thesaurus on hand.





- Discuss with families which days homework must be done at your program. Hopefully on some days, after-schoolers can just play and relax when they are in your care.
- Have available age-appropriate activities, including games and music selections to relax with. Long term projects work well. (You will find these in upcoming issues of *EverydayTLC*.)
- Have a Job Chart (see September 15 issue page 3) for after-school children. Let them help you prepare and serve afternoon snack, help younger children with activities, clean up, and so on.

Ideas: Mary Jo Puckett Client, Jean M. Shaw
Art: Debby Dixler, Catherine Minor, Nina Woldin

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LEARNING CENTER PLAY

Each day, children should be allowed to make some choices about where they play and what they play… and of course their playmates. Independence is the result of learning to make decisions. Some caregivers use "choice time" as a transition for helping children move from group activities to playing on their own or in small groups in learning centers. If you create posters or bulletin boards with each learning center pictured, children can point to or hang their name tag on the learning center of their choice. They can then plan their own learning and play.

When a child first enters your program, or at the start of each year, you might want to give a "tour" of the program. You might give children a tour of one learning center each day. During the tour, point out the different toys and types of activities you can do in the area you are talking about. For example, in the **Housekeeping/ Dramatic Play** area, you may ask children, *"What kinds of things do you think you could pretend to do in here?"*

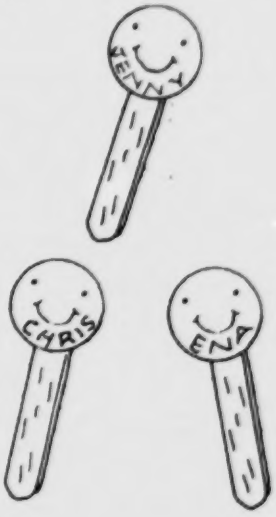
During the tour, you may also help children think of rules for behavior. When children are part of "making the rules," they are much more likely to understand how they should behave and respect limits in the program. Of course, they also develop thinking skills as they help make the rules.

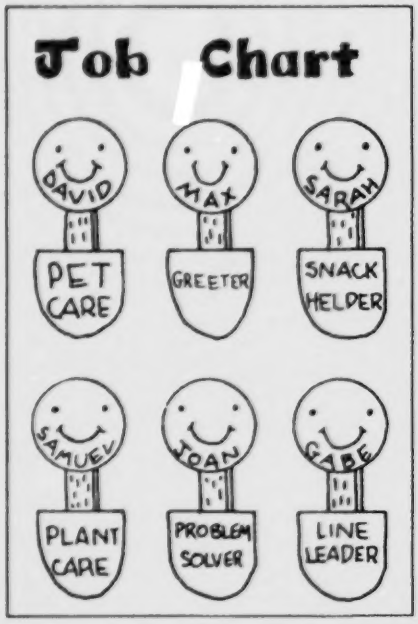
CLEAN-UP TIME

Before children leave for the day, they should help with cleanup. Here is one way to get everyone involved with the project. Invite children to sit in a circle. Beforehand, place objects and toys from throughout the room into a bag. Have each child reach into the bag, take something out, and tell where to put it away or discuss where it might go. You can sing a song with the child's name.

(Tune: "Farmer in the Dell")
Felipe picked a block,
Felipe picked a block,
Hi Ho the Derry-O,
Felipe picked a block.
Where does it go?
Where does it go?
Hi Ho the Derry-O,
Where does it go?

Everyone gets a chance to help. Items in your bag might be: a block, doll, used paper towel, puzzle piece, marker, scissors. Everyone should help out in your program. Make job charts with reasonable jobs to fit the ages and skills of your children.





TIME TO GO HOME

It's a good idea to have a group activity at the end of the day. The activity can involve singing songs or listening to a story. Whatever you do, you want children to leave with a good feeling and look forward to coming back tomorrow!

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BOOK CORNER: IN THE

- *Carl Goes to Day Care* by Alexandra Day (Farrar, Straus, & Giroux)
- *See You Later, Alligator* by Laura McGee Kvasnosky (Red Wagon)
- *When Will I Read?* by Miriam Cohen (Greenwillow)
- *Show and Tell* by Michael Martchenko (Annick)

INFANT AND TODDLER CARE: Toileting

After 12 months of dealing with diapers, parents may want a change. Parents often say, *"I'll be so glad when she can use the toilet!"* The key is not when you are ready, but when a child is ready. Problems with getting children out of diapers almost always come from trying too soon. Typically, girls are ready before boys. Some children are ready around age 18 months, while others are not ready until age three.

A child is ready to learn to use the toilet when she has:

PHYSICAL ABILITY: is able to walk ◓ has a larger bladder, so she urinates fewer times a day ○ wakes up from a nap with a dry diaper ◔ can control the muscles that hold and release urine and bowel movements ○ can take underwear off and put it back on.

MENTAL ABILITY: understands the body's signals for needing to use the toilet ● understands words such as *"pee-pee," "poo-poo," and "potty."* ○ understands what is expected: when to go, what to do and where to do it.

SOCIAL AND EMOTIONAL ABILITY: can express her needs, like telling you that her diaper needs to be changed ◔ wants to learn to use the toilet.

When all these abilities are in place, a child can move out of diapers easily. A child who is not ready may resist learning, and adults may become frustrated. Don't force it!

When a child is ready to use the toilet, you can make learning easier. Some tips:

- Talk with parents. Parents and caregivers should agree on when a child is ready.
- Always supervise a child as she learns to use the toilet. Make sure a child can easily get to the toilet. Put a potty chair in the bathroom or place a sturdy step stool by the toilet. Place toilet paper within easy reach.
- Make sure a child dresses in clothing that is easy to take off. These might include a dress, a skirt or pants with an elastic waist.
- Encourage children to use cloth training pants. A child will think that disposable paper training pants are the same as diapers.
- Help the child overcome any fear of the toilet. The deep hole and loud flushing noise can seem scary.
- Watch for signs that a child may need to go, including a frown or action such as holding her crotch.
- When the child urinates or has a bowel movement in the toilet, say, *"That's good."* Don't make too much of it. Children need to learn to use the toilet for themselves, not to satisfy you.
- Never scold or shame a child for an accident. These are natural body functions, and children easily forget and get distracted.
- If a child has lots of accidents, go back to diapers for a while. Try again when the child seems ready.
- Go slowly. Learning these skills takes time.

Adapted from US Dept. of Agriculture, US Dept. of Education, US Dept. of HHS, Healthystart, Grow Smart and Your Newborn. Washington D.C. 2002

Ideas: Karen Stephens, Sherry Burrell

Art: Nina Woldin , Catherine Minor, Debby Dixler

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COOKING CENTER: NAME CRACKERS

YOU'LL NEED:

1 cup flour

1/8 tsp. garlic powder or curry powder

1/8 tsp. salt

4 TBLSP sesame seeds

4 TBLSP cold water

5 TBLSP cold butter

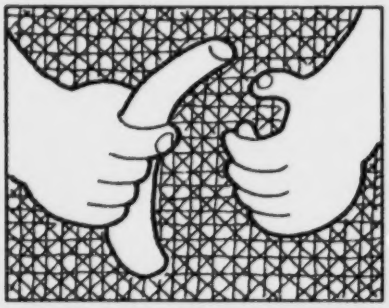
bowl

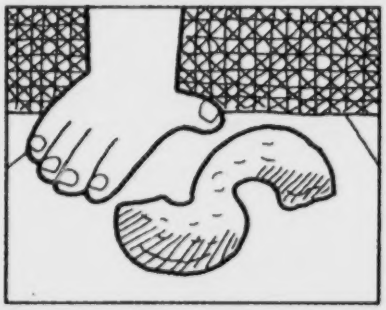
mixing spoon

OR

applesauce or butter

cookie sheet





WHAT TO DO:

1. Mix flour, seasonings, and seeds in a bowl.

2. Cut in butter until mixture is crumbly. Add cold water and stir.

3. Form into a ball and knead 10 times.

4. Roll into long snakes and shape into letters or names.

5. Flatten with hand on an ungreased cookie sheet. Bake 15 minutes at 350°F.

6. Serve with applesauce or butter.

from *Hands-On Cooking: Through the Seasons* by Kathy Faggella (First Teacher Press)

Name Crackers CACFP Credit=Bread/Alternate

IN THE BOOK CORNER:

ART CENTER/ BOOK CORNER

Set children on the road to reading by highlighting favorite books and illustrations. Read aloud one of your group's favorite books and point out its pictures. Ask children why they think pictures play an important part in a book. Ask children what other books they like and why they like those books. Encourage each child to name a favorite book and write the choices on a large piece of paper or chalkboard.

Draw a simple book cover on a piece of paper and write: *My Favorite Book* on the top of the paper. Make many copies of the sheet. Place these sheets in your Art Center or Book Corner.

Remind children of their favorite book choices. Ask children to think about why they chose the book they did. Talk about the main characters, what these characters look and act like, where the stories take place, what happens in the stories, and so on.

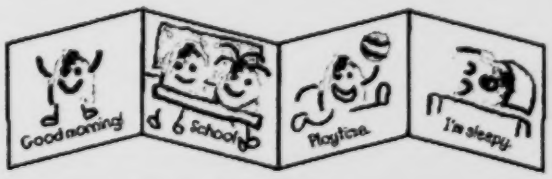
- Invite children to design a book cover for their favorite book. Encourage them to explain their pictures and why they drew what they did. Write the title and author on the bottom or top of each child's book cover, depending on space.
- Put out plain paper and encourage children to draw pictures of events from their favorite book. These pictures can be attached to their book cover.
- Invite children to invent their own titles and book covers using the empty book covers. These may encourage children to "write" their own books.

Visit www.FamilyTLC.net in September

TWO'S:
Fall: A Special Card from Me

THREE'S AND FOUR'S:
Crafts:
All About Me Book
Game:
My Body Rhyme

FIVE TO SEVEN:
Game: The Many Shapes My Body Can Make



Ideas: Kathy Faggella, Jeannine Perez

Art: Debby Dixler, Nina Woldin

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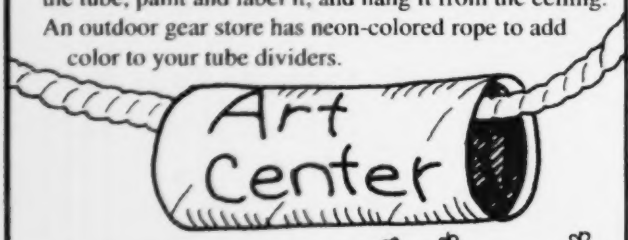
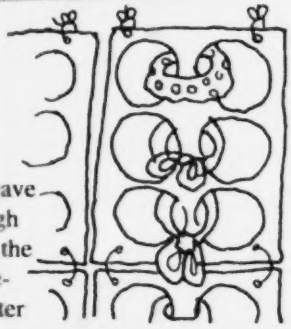
CENTER DIVIDERS

The more centers you design, the more choices children will have for their learning activities. Many exciting learning experiences have happened within a center made of a large pillow, a beanbag chair, or a large box. Be creative! There are many ways to separate your activity areas without using up all your space. Here are some ideas. (Check out your local fire regulations about hanging objects and unusual furnishings.)

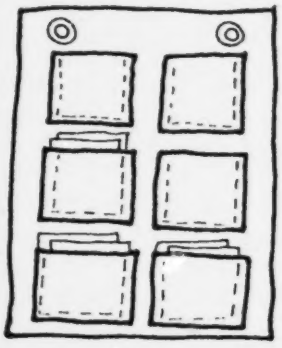
TUBES Paper or fabric factories may have different sizes of tubes for you to use. Run rope or twine through the tube, paint and label it, and hang it from the ceiling. An outdoor gear store has neon-colored rope to add color to your tube dividers.



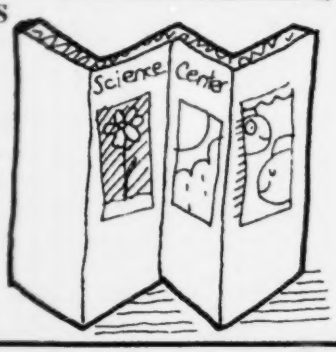
BEVERAGE HOLDER Attach plastic six-pack holders together to form a lattice-type structure. Use twine or heavy cord. Add color by having children weave crepe paper or ribbon through the holes. Hang these from the ceiling. They make fine see-through dividers for the center of your room.



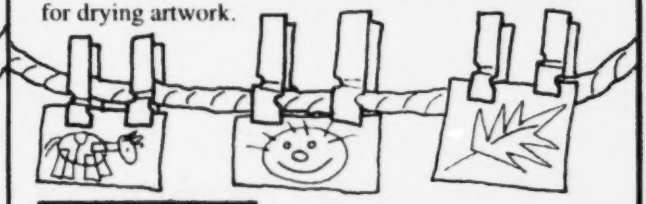
SHOE BAGS These may be attached to the back side of a bookcase, an easel, or cubby shelf. They are portable and can be used for activity cards, paper, and other learning materials.

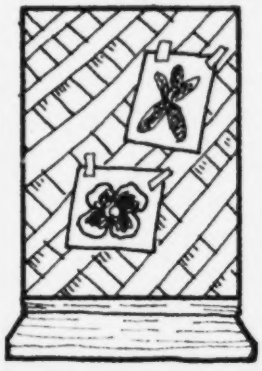


FOLDING SCREENS These may be moved from place to place. Make them from the cardboard from large appliance cartons or build them from wood and fabric for a more permanent structure. Label with words or pictures.



CLOTHESLINE Hang light objects, pictures, or fabric to decorate a center or then use the clothesline for drying artwork.

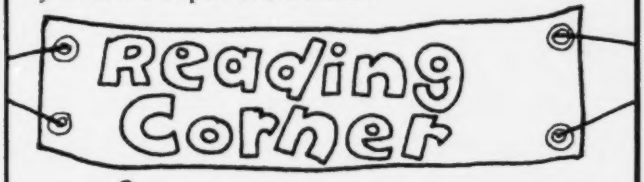




GARDEN TRELLIS Buy one from your local garden warehouse store. Invite children to help paint it. Build a stand or sink the trellis into a bucket of sand or quick-drying cement. It may also be attached to the wall to exhibit children's work or items for a **Science Center**.

MOVABLE CENTERS Create portable centers using a wheeled serving cart, old suitcase or trunk, wagon, or wheelbarrow. They may be used indoors or outside.

BANNERS Hang these from the ceiling or hang them on a wall. Children can help paint a symbol for your theme or permanent center.



MOBILES Hang signs from wire clothes hangers or hang boxes with names, numbers or color symbols labeling the center.

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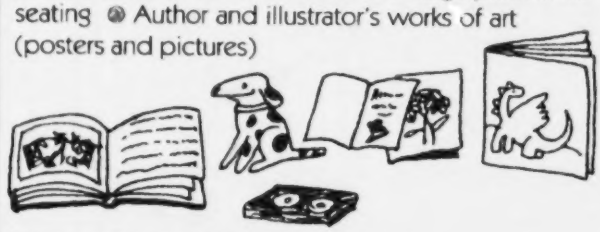
HELPFUL HINTS: Easy to Collect

Your centers should display lots of open-ended materials that children can easily get to on their own. You can find collectible resources in family closets, garages, flea markets, and yard sales. Ask for leftover items from local businesses.

BOOK CORNER: All kinds of books ○ Puppets and stuffed animals ◐ Felt board ○ Large pillows for seating ◐ Author and illustrator's works of art (posters and pictures)

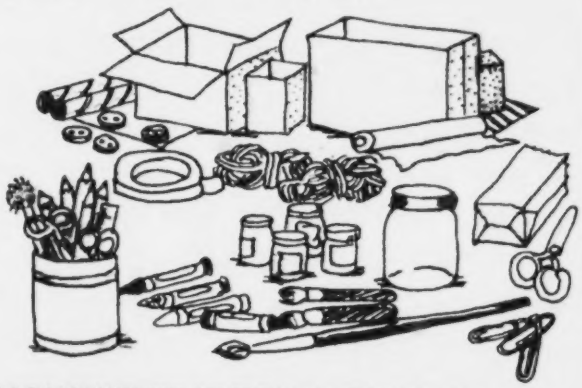


WRITING TABLE: Old greeting cards and postcards ◐ Cassettes of stories and music ● Chart paper

MATH CENTER: Bathroom scale, measuring tapes, food scale, postal scale, yardstick ○ Items to sort: tile samples, coins, beads, rocks, shells, sample paint chips ○ Items to match; patterned fabrics, textured fabrics, socks, gloves and mittens, wallpaper samples ○ Other items for measurement including: yarn, ribbon, belts, PVC pipes, wooden dowels

SCIENCE CENTER: Plants: flowers, green leaf, cacti, ferns, small trees ◐ Nature books and magazines ◐ Observation tools: Magnifiers, microscope, binoculars ◐ Items from nature to observe: rocks, acorns, leaves, twigs ○ Small machines to take apart: clocks, toys, old small appliances (make sure to cut off the plugs) ○ Seeds and soil for growing plants ◐ Magnets and metal items

ART CENTER: Reprints of famous works of Art (posters and postcards) ○ Rubber stamps and stamp pads ○ Variety of paper: vellum, rice paper, corrugated cardboard, freezer paper, sandpaper, wallpaper, brown butcher paper ○ Painting tools: all sized of paintbrushes, house painting brushes, rollers, toothbrush, pastry brush, feathers ○ Paper materials: packing pieces, cardboard tubes, boxes (all sizes), paper cups and plates ○ All sorts of collage materials (Save that junk!!!)



HOUSEKEEPING/DRAMATIC PLAY CENTER: Items for prop boxes: post office, pet store, travel agency, bakery, bank ◐ Household items: pots and pans, safe tools and tool box, clothing for dress-up, suitcases, empty boxes from foods ○ Catalogs and brochures: grocery store, department store, travel brochures ○ Paper goods: plates, cups, message pads, play money, recipe cards, magazines

Ideas: Karen Stephens, Margery Kranyik, Tania Cowling

Art: Catherine Minor, Nina Woldin, Debby Dixler

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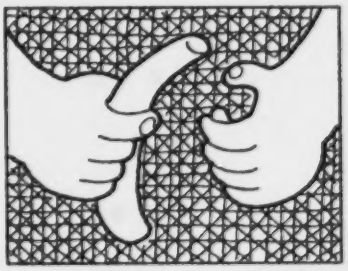
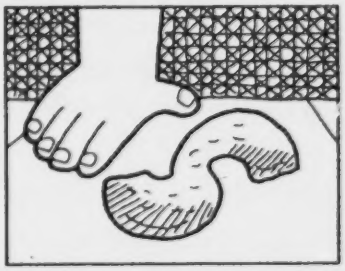
Everyday TLC
TEACHING LEARNING CARING
PARENTS & KIDS TOGETHER

COOKING AND CLEANUP

NAME CRACKERS





You'll Need: 1 cup flour ◇ 1/2 tsp. garlic powder (or curry powder) ◇ 1/8 tsp. salt ◇ 4 Tblsp. sesame seeds ◇ 4 Tblsp. cold water ◇ 5 Tblsp. cold butter ◇ apple sauce or butter

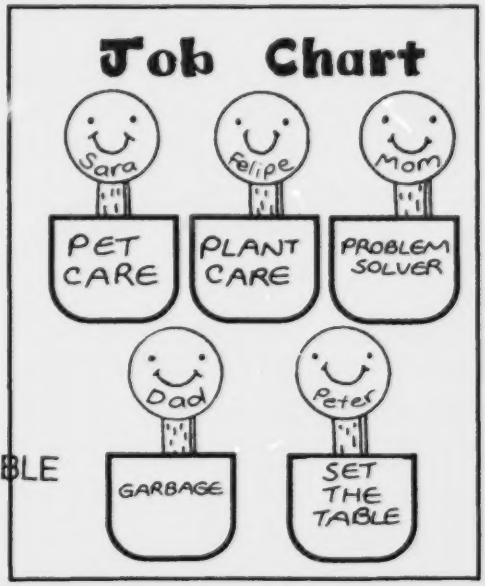
What to Do:

1. Let your child help you mix flour, seasonings, and seeds in a bowl.
2. Cut in the butter until the mixture is crumbly. Add cold water and stir.
3. Let your child form the dough into a ball and knead 10 times.
4. Show your child how to roll the dough into long snakes and then shape these into the letters of his name.
5. Let your child flatten the letters with his hands on an ungreased cookie sheet.
6. Bake 15 minutes at 350° F.
7. Serve with apple sauce or butter.

FAMILY CHORES

Everyone in the family should help with clean-up chores, even your young child. Here is one way to introduce your child to clean up and make it fun. Place objects and toys from throughout the room into a bag. Invite your child to reach into the bag, take out an object, and put it away. You can sing a song with your child's name. (Tune: "Farmer in the Dell")

Felipe picked a block,
Felipe picked a block,
Hi Ho the Derry-O,
Felipe picked a block.
Where does it go?
Where does it go?
Hi Ho the Derry-O,
Where does it go?



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Ideas , Kathy Faggella
Art: Catherine Minor, Debby Dixler

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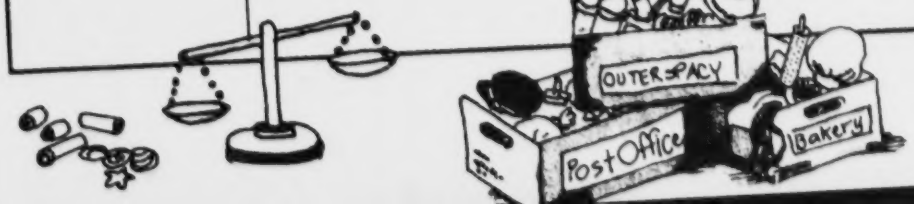
PLANS FOR SEPTEMBER

Activity	Week of September 1	Week of September 8	Week of September 15	Week of September 22
Circle Time				
Free Choice				
Learning Centers				
Creative Art Activity				
After-Schoolers				
Prep Work				



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CHAMPAIGN IL 61820

Everyday TLC
TEACHING LEARNING CARING

October 2003

For People Who Care for Young Children

EXPLORING THE WORLD WITH CHILDREN IN THE FALL

The fall season presents so many wonderful things for children to explore. There is so much new information, ideas, and vocabulary to introduce to your children at this colorful time of year. Through fall experiences, you can help them get ready to read and learn when they get to school.

To be successful in school, children must to be able to:

◆ Learn about the world around them

◇ Know about what things are and how they work

◆ Learn new words and develop language skills

◇ Figure things out to solve problems

Here are some things that you can do to help your children learn new information and ideas this fall.

◉ Help children develop concepts by exploring new items through activities in familiar learning centers. For example, explore and cook with different kinds of apples in the fall. Gather and learn about seeds that are easy to find in the fall. Plant some seeds indoors; let children care for them; let children draw pictures of what happens.

○ Share information in books. Children enjoy looking at books about things that interest them– how leaves change color in the fall, how animals prepare for winter; or why the seasons change. There are many wonderful books with colorful photographs or drawings and descriptions that children can understand easily.

◎ Teach the children new words and concepts related to fall. Explain new vocabulary in the books that you read with them. Name and discuss all of the fall items you bring inside for children to explore. *"Look at these seeds we found. I wonder what they will grow up to be? Let's look in this book to find out."*

○ Encourage children to use the new information and ideas creatively: in drawings, writing, movement, music, and dramatic play. These experiences will help children to connect what they are learning with what they already know.

◔ Plan some fall field trips. Any time children go some place, especially a place that is new to them, they can learn something. Go to an apple orchard, a pumpkin patch, or a farmer's market. Answer the questions children have or help them find the answers themselves. Before you go to a place children have never been before, talk about what they will be seeing and learning. After the trip, have children talk, write, and draw to follow up their experiences. *"Remember, we saw the round, brown thing up there in the branches. What was it? I wonder if there are any baby birds in the nest?"*

○ Give children a variety of fall materials to explore through art, science, math, cooking, and language experiences. For example, acorns, colorful fallen leaves, feathers, dried ears of corn.

◉ Have fun! Enjoy and learn in this special season!

** *adapted from US Dept.of Education and US Dept. of Health and Human Services, Early Childhood- Head Start Task Force, Teaching Our Youngest, Washington, DC 2002*

Learn How to Use *EVERYDAY TLC* Everyday on
www.everydaytlc.com/howtouse.html

THIS MONTH IN *EVERYDAY TLC*

- ▲ Fall Scence Centers
- △ Learn about Fall in Books
- ▲ Learning Through Cooking
- △ Exploring Nature
- △ Fall Vocabulary

NO LEARN-AT-HOME TRAINING THIS MONTH

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PARENTS & KIDS TOGETHER

See *Parents & Kids Together* in Spanish at www.everydaytlc.com

BOOKS TO READ

ALL ABOUT FALL

- *Clifford's First Autumn* by Norman Bridwell (Scholastic)
- *Autumn Story* by Jill Barklem (Atheneum)
- *Fall Leaves Fall* by Zoe Hall (Scholastic)
- *Leaf Dance* by Bobby Pearlman (Little Simon)
- *Fall Leaves* by Mary Packard (Scholastic)
- *A Chill in the Air (Nature Poems for Fall and Winter)* by John Frank (Simon and Schuster)

ANIMAL IN FALL

- *Animals in Fall* by Gail Saunders-Smith (Pebble Books)
- *Our Yard Is Full of Birds* by Anne Rockwell (MacMillan)
- *About Birds: A Guide for Children* by Cathryn Sill (Peachtree Publishers)
- *Squirrels* by Brian Wildsmith (Franklin Watts)

APPLES

- *Autumn Is for Apples* by Michelle Knudsen (Random House)
- *Ten Red Apples* by Pat Hutchins (Greenwillow)
- *The Seasons of Arnold's Apple Tree* by Gail Gibbons (Voyager)
- *The Apple Pie Tree* by Zoe Hall (Scholastic)

QUESTIONS ARE IMPORTANT!

Through nature, children learn how to explore and ask questions about the world around them that will help them in school and for the rest of their lives. Autumn is a wonderful time for your child to develop nature skills! Encourage him to observe carefully (using all of his senses), always with a sense of wonder and respect.

TAKE A FALL WALK

- Be sensitive to nature and the needs of living things, and encourage your child to be sensitive. Make a rule that only "fallen" leaves and seeds can be picked up and taken home. GROWING FREE; LET IT BE! is an excellent motto.
- Be interested in all of your child's discoveries. Children often see and understand things in different ways. As you walk, stop when your child wants to share his finds.
- Make comparisons yourself to encourage your child to compare. *"This rock is smooth and this one has bumps. I wonder which one is heavier."* Look for things that are alike and different. Help your child begin to understand that everything has a purpose and a place.
- Don't expect your child to be able to name plants, insects, and trees. Instead, for the moment, just examine objects together. *"What color is the leaf?" "Are the other leaves on the ground the same color?" "How will the leaf look when it is dry?" "How many petals does the flower have?"*
- Question WITH your child. You don't have to know all of the answers! Together guess where insects go in the winter. Go to the library to find out answers.

VISIT A TREE

- If you have a beautiful tree close enough to visit often, take photographs every five days, (beginning with full green growth, and ending with the bare tree). Together with your child, make a poster with the photos to show the changes in the fall. Your child can collect seeds and leaves from the tree to add to the poster.
- Go for a walk and compare tree shapes. Invite your child to sit down and draw them if you have time. Look at leaves. See how many colors you can find. Are different colors found on the same tree?

DON'T FORGET TO VISIT:
www.familytlc.net
for lots of fun, learning activities to do with your child!

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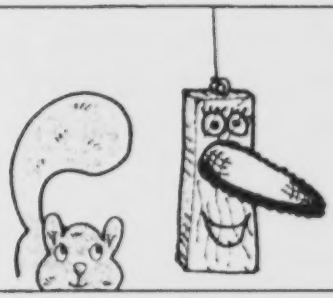


Week One
September 29, 2003

For People Who Care for Young Children

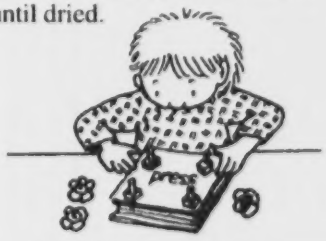
FALL SCIENCE CENTERS

Learning centers help children learn in a way that is most natural to them--through their senses. Science centers invite children to explore and experiment as they make discoveries about what happens in their world and why it happens. Be sure to encourage children to share their latest discoveries with their families by adding take-home projects into your science center activities.

Try some of these fall-related ideas in your science center this month. Even if you don't have a big change in weather in your area, you can use most of these ideas. (There are some special ones for areas with "no fall" on page 4.)

A CENTER ALL ABOUT FALL

○ Collect flowers and put them into a flower press or between the leaves of a heavy book. Leave until dried.



◔ Keep a box of "wind testers" handy. Include feathers, crepe paper streamers, yarn, and hand-made capes for children to wear.

○ Have a box or bag of fall leaves in the center. Let children group these by color, shape, or size.

○ Remove the chlorophyll from a spinach leaf. Use alcohol to see the yellow color. The green in the leaves covers the fall colors.

○ Staple sheets of paper together and make booklets in "fall" shapes--leaves, Indian corn, pumpkins, apples, moons. Have children use these books to record pictures and stories about changes they see in nature.

◍ Talk about and display pictures of animals preparing for winter. Bears sleep in winter. Squirrels hibernate in hollow tree trunks. Turtles, snakes, and frogs burrow into mud flats.

◍ Display fall fruits and vegetables for children to see, feel, smell, and taste. Children enjoy items such as apples, pumpkins, colorful gourds, and Indian corn. Let children look at the dried ears of corn and then prepare popcorn for snack. Call attention to the differences in the dried corn and the popcorn.

◒ Trace the outlines of fall items on the bottom of a shoe box. Invite children to match real items to the outlines.

● Other items that children enjoy having in the science center are feathers dropped by migrating birds, an abandoned bird's nest, Spanish moss, and pine cones. Children can arrange the pine cones from largest to smallest.

Science Center Activities

SEEDS

Explore seeds. Find interesting seeds in nature such as pine cones and acorns. Collect or have parents bring in different fruits and vegetables. Open each to find the seeds. Match each seed with its fruit or vegetable. Invite children to taste each one, if possible.

Collect seed packets from sunflowers, pumpkins, green beans, and carrots. Open each packet without tearing the seed name off, and compare the seeds. Glue the seed packets to one index card and a small amount of seeds to another card. Challenge children to match the seed cards with the correct packet cards.

Plant a few of each seed type in separate containers. Label each container with the plant name and a sample seed. Watch the growth with your children and see which seeds grow first, second, and so on.

Put sunflower seeds into an egg carton. Put one into the first section, two into the next, three into the third, and so on. This is a great, simple counting game.

SQUIRRELS

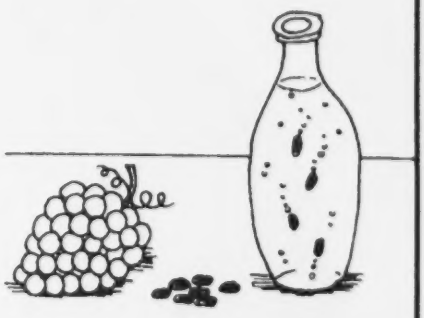
See if you can find a squirrel collecting nuts on a walk. Then introduce this activity that even the youngest children will enjoy—a squirrel nut hunt.

Help children make squirrel ears out of construction paper. Attach these to a paper headband. Whiskers can be drawn on the faces of children with a hypo-allergenic eye liner pencil. The last touch can be a tail made of fake fur which is attached with a safety pin on the backside of children's clothes. You can make fur tails easily by cutting pieces of fake fur (which can be bought at any piece goods store) two inches by twenty inches. Pull hard on both ends of the fur. The ends will curl up into a tail that doesn't have to be sewn.

Take children outside to an area where you have scattered walnuts. Give children little brown lunch bags and let them begin their nut hunt. The nuts can then be taken back inside and counted and opened. On rainy days, the nut hunt can be held inside.

GRAPES

Set out a bunch of washed green grapes in a warm, dry place. In a couple of weeks, they will be raisins. Use some of the raisins to make Jumping Raisins. Pour club soda, seltzer, or lemon soda into a tall, clear glass. Add 4 to 6 raisins. Observe. Raisins will sink to the bottom of the glass and then slowly rise to the top. They will continue to jump up and down for several minutes. Wait until the raisins settle to the bottom of the glass, and then drink the soda. Scoop the raisins out of the glass with a spoon and eat them.



Everyday TLC
TEACHING LEARNING CARING

Week Two
October 6, 2003

For People Who Care for Young Children

LEARN ABOUT FALL IN BOOKS

The weather cools down. Green leaves turn yellow and red. Pumpkins begin to ripen on the vine. These changes signal the beginnings of a new season--fall. It's a wonderful time to share informational books with the children in your care.

Luckily there are many wonderful non-fiction books available at your library or bookstore that have great drawings or photographs and descriptions children can understand. Through these books, children can learn about how and why their world changes at this time of year—new ideas and vocabulary. These books are especially valuable for children who live in places where changes are not easy to see. Here are some suggestions for books to read and fun, learning activities to follow up the reading.

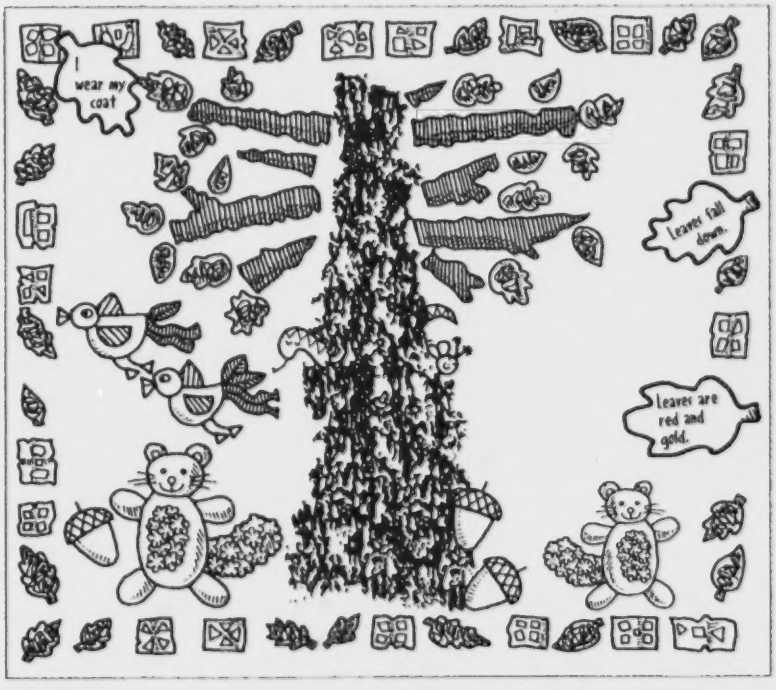
HOW DO YOU KNOW IT'S FALL? (ROOKIE READ-ABOUT SCIENCE)

by Allan Fowler (Children's Book Press)

This book presents the many signs of fall, including geese flying south, squirrels hiding acorns, and people playing football.

ACTIVITY: FALL BULLETIN BOARD

Create a special fall bulletin board with children. Draw the outline of the trunk and branches of a tree. Give children sponges, cotton swabs, or paint brushes and invite them to fill in the tree with brown paint. Help children tear or cut large leaves from fall colors. As you and your children see signs of fall, write them on the leaves and add to the tree. From time to time, review the signs of fall with children. You might want to put up fall pictures, done by children, as a frame around the tree.



JOHNNY MAPLE LEAF by Alvin Tresselt (Lothrop, Lee & Shephard)

This story traces the life of a little maple leaf. Chipmunks and squirrels run around his tree; birds build their nest in its branches; the wind blows until finally Johnny lets go and sails down to join the other leaves on the ground.

ACTIVITY:
MAPLE LEAF CHARACTERS

If possible, find fallen maple leaves, at least one for each child. Invite children to glue their leaves on a plain sheet of paper. When the glue has dried, encourage children to turn the leaf into a character using a crayon or marker. Then invite them to name their leaf person and dictate or "write" a story about him or her.

RED LEAF, YELLOW LEAF by Lois Ehlert (Harcourt)

In this book, we learn about the life of a sugar maple tree from the point of view of a young child. The book is full of collages on water-colored paper. Pre-schoolers will enjoy naming objects found on each double-page spread; the type is over-sized which is perfect for new readers; and older children will be interested in the information in the back of the book explaining the parts of the tree and how maple sugaring works, along with tips on selecting and planting a sugar maple.

ACTIVITY: PLANT A TREE

If possible, plant your own tree. It doesn't have to be a sugar maple. Let children help choose it from a nursery or find a tiny one in the woods that can be transplanted in your backyard or even in a large pot inside.

HOW LEAVES CHANGE by Sylvia A. Johnson (Lerner)

This is a good resource book for adults. It takes you through the life cycle of a leaf and explains the beautiful color changes. Some of the photos are fascinating (interesting for children to see, as well) such as a picture of a maple leaf showing the delicate veins bordering patches of red, green, and almost purple. After enjoying this book, take a tree walk with children and share some of the information you learned!

ACTIVITY: LEAF SKELETONS

You'll Need: sugar ● bleach ○ detergent ● aluminum pan ○ leaves

What to Do:

1. Mix white sugar, bleach and detergent in an aluminum pan.
2. Boil with a leaf for 12 minutes.
3. When cool, remove carefully and spray with water in the sink until the green between the veins washes out.
4. Rinse, dry flat on a paper towel, weighed down.
5. Talk about what happened.

Everyday TLC
TEACHING LEARNING CARING

Week Three
October 13, 2003

For People Who Care for Young Children

LEARNING THROUGH COOKING

Cooking offers an exciting way to learn all sorts of concepts from shapes to opposites. It is full of new words and ideas. It lets young children do "real" work, as they develop their small motor skills and their senses of touch, taste, and smell. Children also develop thinking skills as they cook.

Before starting to cook, you have to select the best recipe to teach the skills and concepts your children need to learn. Sometimes, it is better to choose a dough that can be kneaded and free formed, rather than one that is mixed and dropped from a spoon.

The best recipes are those which allow children to do the most. Children should be able to gather everything they will need, to "read" the recipe, to measure, mix, and serve. The whole process is important. This is when and where the real learning takes place.

When you cook with children, you should always be aware of what they are learning. Adults often measure and mix without thinking; yet to the child, pouring water into a measuring cup to the correct level is math, small motor coordination, and science.

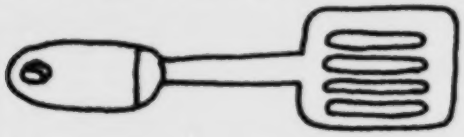
Cooking with children can be more fun than cooking by yourself. Children love feeling the different ingredients. They offer opinions, often very funny, about the tastes and smells of everything. It is a pleasure to watch them really get into the whole process.

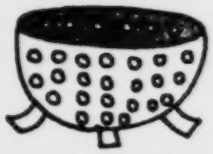
Cooking should be an important activity in your program. There are usually enough steps in a recipe so everyone can have a job, even a large group. Many "problem children" have settled down, while carefully chopping celery for soup with a plastic knife. This is important work, just like Mom and Dad do at home. And, it is all topped off by the wonderful experience of sharing the food that was made by cooperative hands.

SETTING UP THE COOKING AREA

Your cooking center can be as simple as a portable cart or an empty, child-sized table in a corner. You can bring out the equipment, stored in nearby cabinets. If you are using a table, cover it with clear plastic, a flannel-backed plastic tablecloth, or even clean brown paper. The paper makes cleaning up faster and easier. You might want to cover the floors with one of these materials or newspapers.

You should consider buying a few important pieces of equipment that can be stored in cabinets—away from small, curious hands. OR you could ask parents to donate cooking equipment. This equipment could include: mixer ◇ whisk ◇ blender ◇ hot plate (if you don't have a stove) ◇ timer ◇ saucepan ◇ deep pot ◇ set of measuring spoons ◇ set of measuring cups ◇ liquid measuring cup ◇ one or two cookie sheets ◇ rubber spatula ◇ wooden spoons ◇ mixing bowls ◇ grater ◇ knives (sharp metal ones for adult use, plastic ones for children) ◇ pot holders ◇ colander ◇ rolling pin ◇ chopping board





Cooking and Concepts

Cooking fits right into most areas of your program. Cooking can be part of science, math, social studies, language development, and fine arts.

Cooking is **SCIENCE** when a child picks up an apple and wonders how it got to be that size, and then predicts what will happen to it as it is made into apple sauce. Cooking helps children to:

- Understand how things grow—where foods come from, when they are available, and the different parts of plants we use as food.
- Understand how our bodies use food and the effects different foods have on us.
- Understand how food is changed when we add heat or cold.
- Understand that single ingredients can be combined to make an entirely different product such as eggs, flour, sugar, and milk, make a cake; yet the cake can never again be broken down into its ingredients.
- Understand better the principles of science and experimentation. If they make mistakes, children can see how they happened and how not to repeat them.

Cooking is **MATH** when a child looks at the apple, cuts it into six parts, calls each a "wedge," and cooks the pieces for ten minutes to make apple sauce.

Cooking experiences help children to:

- Count money to buy ingredients.
- Decide on amounts of ingredients, practicing skills such as measuring, weighing, counting, sorting, and estimating.
- Keep time with a clock or timer.
- Deal with parts of wholes or fractions, when dividing the final product into equal portions for a group.
- Experience one-to-one correspondence, when cooking three pancakes for three children.
- Recognize shapes in different foods.
- Use graphs to show food likes and dislikes of a group.

Cooking is **SOCIAL STUDIES** when a child learns that apples were shipped by truck from the Pacific Northwest to the local store, so that he could make apple strudel like his German grandma does, and then share it with the others in the program. Children's experiences in cooking help them to:

- Learn how to work in a group on a cooking project.
- Appreciate and value how their families make and serve meals.
- Learn to prepare foods from other countries, as well as foods from their own ethnic backgrounds.
- Learn to share the final cooked meals or snacks with others.
- Understand where and how foods are grown and then brought to a supermarket for them to buy.
- Learn about their community when buying foods.

Cooking is **LANGUAGE ARTS and READING** when a child uses pictures to "read" the recipe for apple sauce, and then recalls the details and retells how he made the apple sauce, step by step. Cooking helps children to:

- "read" recipes and books with pictures to help them understand.
- "write" recipes in pictures,

Everyday TLC
TEACHING LEARNING CARING

Week Four
October 20, 2003

For People Who Care for Young Children

FALL EXPLORERS

First concepts in science are important. Through nature, children learn how to explore and ask questions about the world around them that will help them in school and for the rest of their lives.

Autumn is a wonderful time for your children to develop nature skills! Encourage them to observe carefully (using all of their senses), always with a sense of wonder and respect.

TAKE A WALK

○ Be sensitive to nature and the needs of living things, and encourage children to be sensitive. Make a rule that only "fallen" leaves and seeds can be picked up and used in experiments and art activities. GROWING FREE; LET IT BE! is an excellent motto.

○ Be interested in each child's discoveries. Children often see and understand things in different ways. On walks, stop when children want to share their finds.

○ Make comparisons yourself to encourage children to compare. *"This rock is smooth and this one has bumps. I wonder which one is heavier."* Look for things that are alike and different. Help children sense how things are connected in nature and begin to understand that everything has a purpose and a place.

○ Don't expect children to be able to name plants, insects, and trees. Instead, for the moment, just examine objects together. *"What color is the leaf?" "Are the other leaves on the ground the same color?" "How will the leaf look when it is dry?" "How many petals does the flower have?"* After children KNOW the object through their senses, they may wish to NAME it.

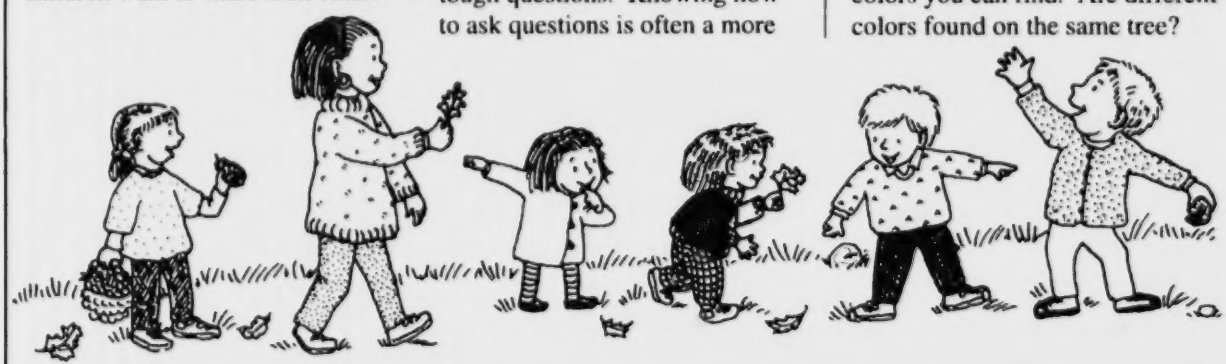
○ Question with children. You don't have to know all of the answers! Together guess where insects go in the winter. Go to the library or ask experts tough questions. Knowing how to ask questions is often a more valuable skill than knowing the right answers.

OBSERVATIONS

○ If you have a beautiful tree close enough to visit often, take photographs every five days, (beginning with full green growth, and ending with the bare tree). Make a poster with the photos to show the changes in the fall. Or number the pictures (on the back), and mount them in order on a bulletin board. Children can collect seeds and leaves from the tree to make a changing display on a table in front of the poster or bulletin board.

The changes that come slowly in the fall are so interesting when seen together. You can talk about shades of color, cause and effect, and weather.

○ Go for a walk and compare tree shapes. Invite children to sit down and draw them if you have time. Look at leaves. See how many colors you can find. Are different colors found on the same tree?



Follow-Up Activities

COOKING: COOKIE LEAVES

Help children use leaf cookie cutters (or cardboard leaf shapes), and cut a shower of leaves from chilled sugar or butter cookie dough. (To save time, you could mix up the dough the day before and refrigerate or buy a roll of prepared dough).

Mix several colors of egg yolk, food coloring, and 1/2 teaspoon water in small bowls. Let children brush the colored glaze on the cutout (but unbaked) cookies, and then bake as directed. You can make red, gold, orange, and yellow leaves. Serve for snack with apple or orange juice.

ART: STAINED GLASS LEAF HANGING

Let children choose interesting leaves and carefully place them on a square of waxed paper. Use a potato peeler to make shavings of old crayons. Let children sprinkle the crayon shavings around the leaves, and make a sandwich by topping with another square of waxed paper. During nap time, press the sandwiches between sheets of newspaper. The wax shavings melt and blend, making a stained glass effect that is lovely when you hang it in a window.

MUSIC AND MOVEMENT: LEAF DANCING

Sing or chant and let children move around the floor like leaves in a breeze:

Like a leaf or feather,
In the windy, windy weather,
We'll whirl around and twirl around,
And all fall down together!

Everyday TLC
TEACHING LEARNING CARING

Week Five
October 27, 2003

For People Who Care for Young Children

DEVELOPING VOCABULARY FOR FALL

The fall season excites the senses! The colors of changing leaves delight the eye. The sounds of migrating birds lead our ears and eyes up to the sky. The chill of cool northern breezes sends goose bumps up and down our arms. The strong smell of dry leaves tickles our noses. And, whatever excites children's senses leads them to new vocabulary and language skills. Children develop language as they tell you about what they are seeing, hearing, smelling, tasting and touching.

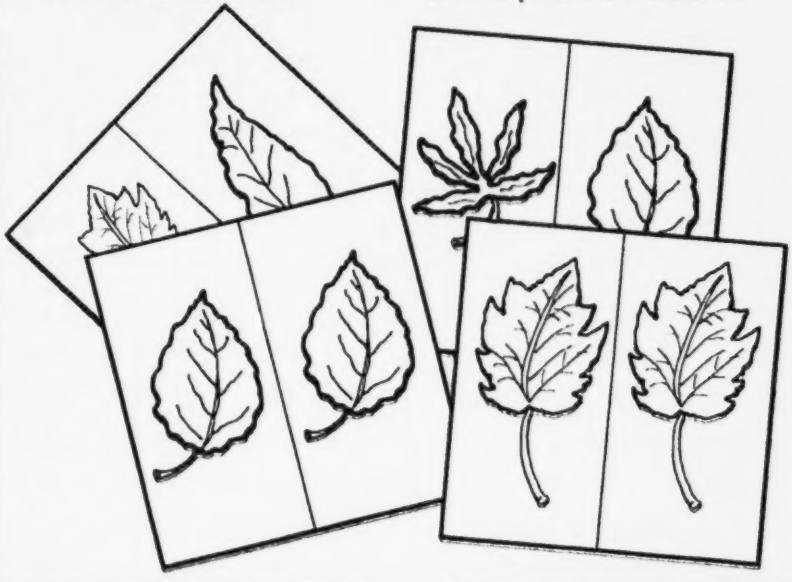
○ On fall walks, give each child a small bag or bucket for collecting fall leaves. Back in your own play yard or inside, invite everyone to sort through their bags. Can each child find pairs of leaves? Can children sort leaves in piles of leaves that are alike? Can they use language to describe how their leaves are shaped and colored? Encouraging children to notice what is the same and different about objects helps them learn to read symbols, for example, the alphabet.

○ Fall leaves can be used in other projects related to the concept of "same and different." To create a "same or different" sorting game, make ten to twenty 8-inch square cardboard cards and draw a line down the middle of each. On each half of each card, attach a leaf with glue. On some cards, attach matching leaves. On others, make the leaves different. To play the game, let children sort the cards into two piles. One pile for leaf cards that have matching leaves and one pile for leaf cards that don't have matching leaves.

○ Help children learn the language of quantity and size with leaves. Invite children to collect many leaves and then line them in order from largest to smallest or smallest to largest As children line up their leaves, ask them questions: *"Can you find a leaf that is bigger than this one?" "Smaller than this one?" "Can you find a leaf that has more points on it than this one?"*

○ Collect fall items such as acorns, leaves, pine cones, maple seed "helicopters," tree bark, shredded cicada shells, and bird feathers. Lay about six items in a row in front of children. Have them observe, name, touch, and describe, each object carefully. Place a scarf over all of the objects and pull out one object being careful to hide it behind your back without children seeing it. Now pull the scarf away. Can children remember which object is missing?

○ Using the same natural objects in the last activity, encourage children to create repeating patterns; for example: seed-feather-pine cone, seed-feather-pine cone. Make a small change in the pattern. Can children notice the new pattern and add to it?



BIRDS AND SQUIRRELS

◆ Go on a "scavenger hunt" for bird feathers. When you return inside, have everyone lay their feathers on a table. Compare their size, shape, and color. Encourage children to describe how they feel. Use magnifying glasses to look at the feathers "up close." Let children tickle each other on the cheek with the feathers. After plenty of touching, bring out a bird book and help children identify the "owners" of the feathers. (Good children's picture books about birds: *Our Yard Is Full of Birds* by Anne Rockwell (MacMillan), *About Birds: A Guide for Children* by Cathryn Sill (Peachtree Publishers), and *White Snow, Blue Feather* by Julie Downing (Bradbury Press).

FUN WITH SQUIRRELS

For starters, read the picture book, *Squirrels* by Brian Wildsmith (Franklin Watts). The book has lots of basic information with colorful pictures. After the story, take your group to a local park and watch squirrels gathering nuts and nest materials for the coming winter. It is very important for squirrels to protect their homes which is why children will see them chasing each other. Encourage children to talk about what they see and hear.

Back inside, make a language chart with children. A language chart is created when you talk about a special topic with children. Record their ideas on a large piece of paper, creating the "chart." Ask questions such as: *"What did the squirrel look like?" "How did the squirrels move?" "Why do you think they were working so hard?"*

Write each child's name after her comments. When it is finished, put the paper on the wall. By creating the language chart, you are helping children learn how important written words are. By relating hands-on experiences to writing, children learn that symbols can represent ideas, feelings, and experiences. (TIP: place the completed language chart by your entrance. This will encourage parents to read their child's comments—a great way to start family meal time conversations!)

◇ Fall is the time when animals of all kinds are scurrying around preparing for colder weather. Can children create their own story about creatures that are getting ready for winter such as mice, deer, or birds? After writing down children's words, encourage each child to draw a picture in the Art Center to go with his story.

◇ Field trips are great ways to give children real experiences that include new words and ideas. Visit a pumpkin patch and enjoy the hundreds of pumpkins, each a different size and shape! What shape are they? What color? Who can find a big one? A little one? How much does it weigh? Set up a Dramatic Play Center so children can "pretend" to run their own pumpkin patch. Include plastic pumpkins, baskets, a cash register, and play money. Dramatic play is always overflowing with language! Take other field trips to an apple orchard, a wildlife park, a nature preserve, a farm, or a bird sanctuary.

◆ Creative movement activities help children understand adjectives and adverbs. Can children *scurry* like squirrels, *romp* like foxes, *leap* like deer, *hop* like rabbits, *soar* like a hawk, *flit* like a firefly? Can children act out seeds falling from trees in the fall, laying still all winter, and then slowly growing toward the spring and summer sunshine? These activities tie descriptive words with body movements so that children are learning through more than one of their senses.

NUT BUTTERS (AND OTHER NUT IDEAS)

YOU'LL NEED:

1 cup nuts

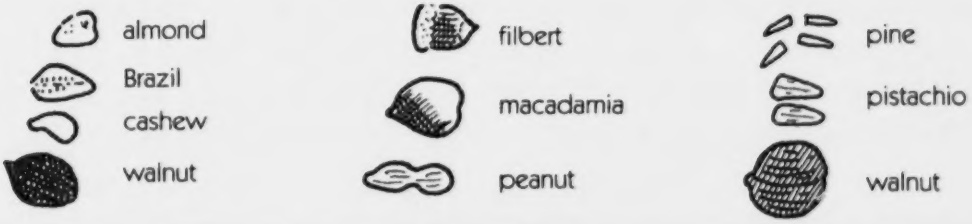
blender

2 TBLSP salad oil

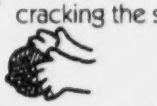
OPTIONAL: pinch of salt and/or sugar

WHAT TO DO:

1. Here is a list of nuts most commonly found in supermarkets:



2. Talk about the color, shape, texture, and hardness of the nut shells. Try different ways of cracking the shells.....



with your hands

with a rock

against each other

with a hammer

with a nut cracker

3. TO MAKE **NUT BUTTERS**

1. Place 1 cup of nuts in blender jar.
2. Add 1-2 TBLSP. salad oil. Blend until smooth or crunchy. Taste.
3. Add a pinch of salt and/or a pinch of sugar, if you wish.

CACFP Credit= Meat/Alternate (Most food sponsors require that nut butters be served with another meat/alternate since the serving size may be too large for preschool children.)

from *Concept Cookery* by Kathy Faggella (First Teacher Press)

IN THE BOOK CORNER:

- *Leaf Dance* by Bobby Pearlman (Little Simon)
- *Fall Leaves* by Mary Packard (Scholastic)
- *A Chill in the Air (Nature Poems for Fall and Winter)* by John Frank (Simon and Schuster)

AFTER-SCHOOLERS: Create a Nature Log

A simple way to help young children sharpen their thinking skills is to teach them how to become good observers and to think about and record what they have seen. Autumn is the perfect time of year to start a nature log.

For each child's log, use a small artist sketch pad that is bound with a wire spiral. The sheets are made of a heavier paper that works well for the drawing and writing while supporting the sample leaves, feathers, seeds, and other treasures that may be attached with glue.

Take children on a nature walk to a familiar area, perhaps the big tree in their own play yard. Examine the area closely and talk about what children see. On different days, do tree bark rubbings, collect sample leaves, and look for worms or signs of wild life in the area.

After each outing, encourage children to spend time working on their nature logs. Each child can make her own record of her adventures in nature or it can be done as a group project.

Here are some different ways for children to record what they see:

- Draw or paint (watercolor) a picture of the scene as a whole;
- Draw one of the plants, animals, or geological features just observed;
- Write a story about the creatures who live in this place;
- Write journal entries describing their feelings about this place or how they feel about nature;
- Create captions for their drawings;
- Create charts to group or summarize findings;
- Document measurements;
- Make graphs of seasonal changes or other observations;
- Tape rubbings into the book and comment on the plant from which they have been taken;
- Tape or glue leaves, twigs, and other samples into the books and label them. (Help children write the date or use a date stamp for each entry.)

Repeat the nature trip every few weeks. Talk about the changes children observe in this now familiar place. Continue to encourage children to write about their experiences.

Try to take group pictures in the special place during the different seasons. Make copies of the photograph for each child's log and have the child write or dictate the caption.

By the end of the year, each child will have a record of her personal experiences with nature, you will have a chronicle of the child's growth in observation, reasoning, literacy skills, and parents will have a priceless treasure.

Ideas by Karen Stephens, Susan Entz

Art: Deby Dixler, Catherine Minor

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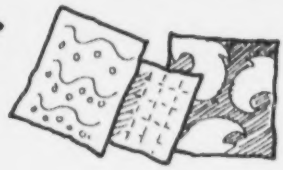
NATURE QUILT

You'll Need:

leaves

telephone book

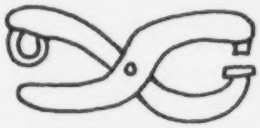
books about quilts


wallpaper samples

scissors

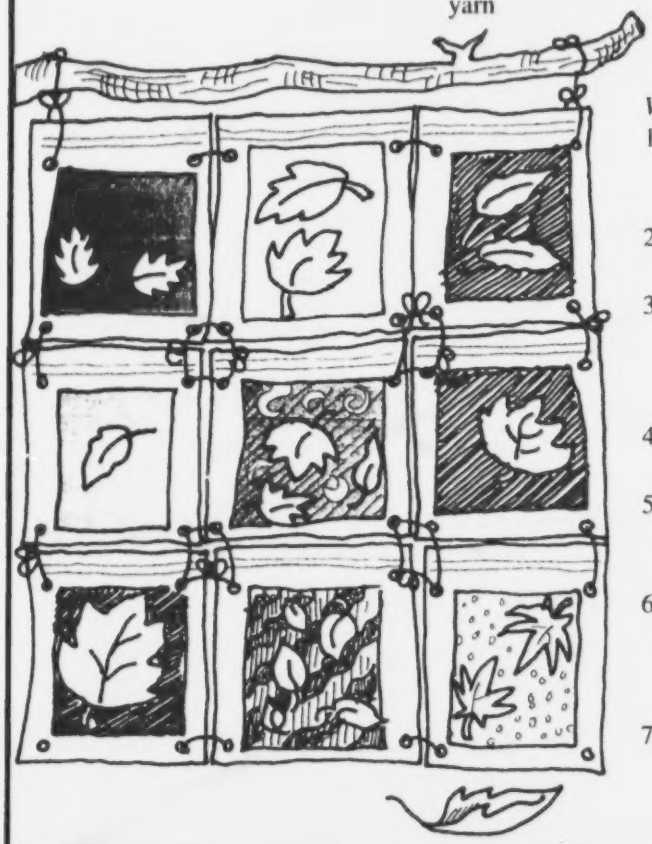
glue

zip-locking sandwich bags


hole punch

yarn

tree branch



What to Do:

1. Take several long walks and encourage children to collect many colorful leaves. Talk about them: color, shape, texture, and size.
2. Press the leaves for a week between the pages of an old telephone book.
3. Talk about quilts. Read *The Sleepy Book* by Charlotte Zolotow (Harper and Row), and *The Keeping Quilt* by Patricia Polacco (Simon and Schuster).
4. Carefully cut wallpaper samples in fall colors to fit inside small sandwich bags.
5. When the leaves are pressed, let children choose leaves to go with the papers and attach them on the paper with a spot of glue.
6. When the glue has dried, slip the paper into the sandwich bags, punch holes in the four corners of your "quilt blocks," and tie the squares together with multi-colored scraps of yarn.
7. Hang the quilt from a branch on an empty wall.

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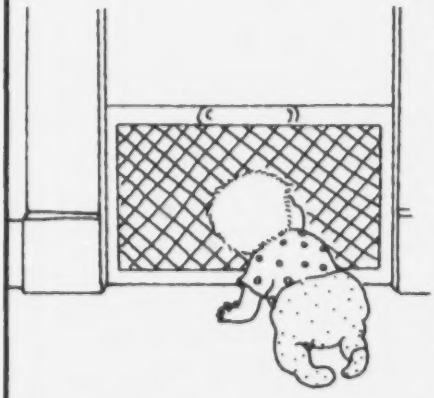
IN THE BOOK CORNER:

- *Red Are the Apples* by Marc Harshman (Gulliver)
- *Fall Leaves Fall* by Zoe Hall (Scholastic)
- *It's Fall (Celebrate the Seasons)* by Linda Glaser (Milbrook)

INFANT CARE: Exploring with Babies

Here are a few things that will help a young baby (4-6 months) explore himself and the world around him:

- ◇ Hold the baby up in front of a mirror. Point yourself out and baby in the mirror.
- ◆ Hand the baby a toy, first to one hand and then to the other. He will soon learn to pass the toy from one hand to the other.
- ◇ Bounce a large ball up and down. Soon the baby can follow the ball with his eyes.
- ◆ Roll a ball toward a wall so that it hits and comes back. The baby will learn to watch for the ball to come back.
- ◇ Help the baby to stand up by holding him under his armpits. Babies will straighten their knees before they learn to relax them.
- ◆ Sing songs when you are dressing or bathing a baby, or make up rhymes about his eyes, nose and mouth.



As soon as a baby can crawl, he will be off exploring on his own. Here are things you can do to make your program space safe for the baby.

- ◇ Close the bathroom door.
- ◇ Put gates across steps and stairs.
- ◇ Cover unused electrical outlets. Use products that cover outlet holes.
- ◆ Keep cords from drapes and blinds and electrical cords out of the baby's reach.
- ◇ Put baby locks on cabinets.
- ◆ Protect the baby from furniture with sharp edges. You may be able to move the furniture to another room. Or let him play in another room.
- ◇ Keep medicines where the baby can't reach them.
- ◆ Move cleaning products from under the sink. Put them where the baby can't reach them.
- ◇ Keep small objects and balloons away from the baby.

You can learn more about this by calling the U.S. Consumer Product Safety Commission at 1-800-638-2772. The call is free.

U.S. Department of Agriculture, U.S. Department of Education and U.S. Department of Health and Human Services, Healthy Start, Grow Smart, Washington, D.C., 2002

Ideas by Jeannine Perez, Tania Cowling

Art: Catherine Minor, Debby Dixler

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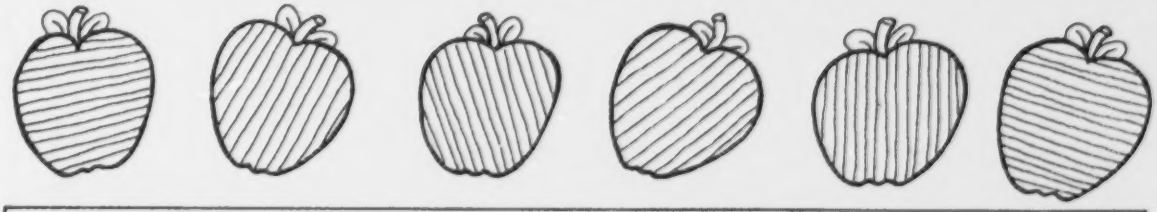
BLENDER APPLESAUCE

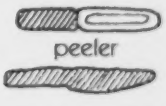


YOU'LL NEED:

6 apples

1/2 cup honey

few drops of water



peeler

plastic knife

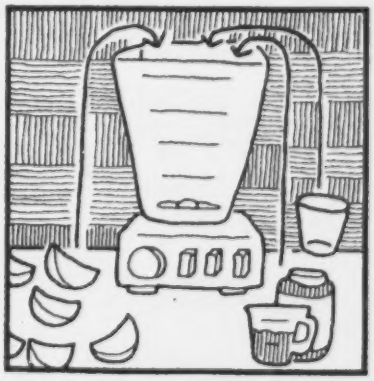
blender

WHAT TO DO:

1. Peel the apples.

2. Cut each apple into 4 pieces.

3. Put apples, honey, and a small amount of water into the blender.



4. Blend until smooth. Enjoy!

from *Concept Cookery* by Kathy Faggella (First Teacher Press)

CACFP Credit= Fruit/Vegetable

IN THE BOOK CORNER:

- *Autumn Is for Apples* by Michelle Knudsen (Random House)
- *Ten Red Apples* by Pat Hutchins (Greenwillow)
- *The Seasons of Arnold's Apple Tree* by Gail Gibbons (Voyager)
- *The Apple Pie Tree* by Zoe Hall (Scholastic)

AN APPLE A DAY...

Children learn so much as they explore apples.
It's a wonderful thing to do in the fall when there are so many different kinds of apples around.

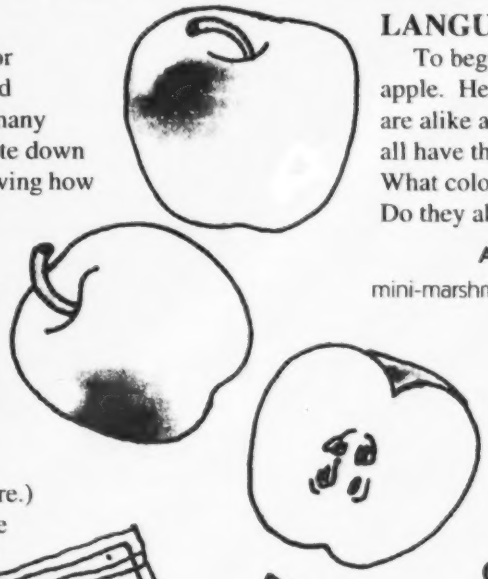
MATH

△ Give children containers used for measuring apples: a quart, peck, and bushel. Invite them to guess how many apples will fill each container. Write down their answers and make a chart showing how many people made the same guess.

▲ Follow this up by counting the apples. Compare with the guesses.

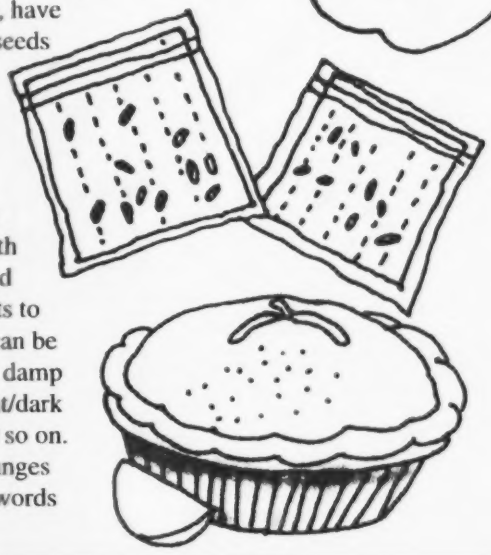
△ Let children create patterns using the apples by lining up apples of different colors. Have a child copy the pattern. Children can also match apple varieties with pictures. (Supermarkets will give you apple ads and literature.)

▲ Before cutting open apples, have children guess the number of seeds inside. Again make a chart showing the guesses.



SCIENCE

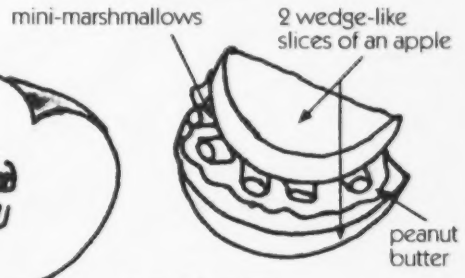
Seeds can then be used for science experiments. Talk with children about what seeds need to grow and set up experiments to observe their growth. Seeds can be put in zip-locking bags with a damp paper towel and placed in light/dark places, warm/cold places, and so on. Children can then observe changes and record them by dictating words or drawing pictures.



LANGUAGE

To begin, have each child bring in an apple. Help children see how the apples are alike and different: Do the apples all have the same shape and color? What color is the outside? The inside? Do they all have seeds?

APPLE SMILE



COOKING

▲ When you cut apples into slices, children learn about fractions, half, quarter, part/whole. Apple slices can be eaten with peanut butter and raisins. You can make apple smiles by spreading slices with peanut butter and placing mini-marshmallows or raisins in between to look like teeth.

△ Apple slices can be baked in pie shells. Talk about the changes in texture after apples are baked.

Ideas: Kathy Faggella, Leanne Grace

Art: Nina Woldin, Debby Dixler, Catherine Minor

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PICKING APPLES & PUMPKINS (READ WITH ME) by Amy Hutchings (Cartwheel)

This book about a family adventure helps you share the pleasures of fall with children and the delights of fresh picked favorites, along with carving jack-o-lanterns and baking yummy apple pies. An apple pie recipe is included as a truly delicious ending. *(See activities with apples in the October 13 newsletter.)*

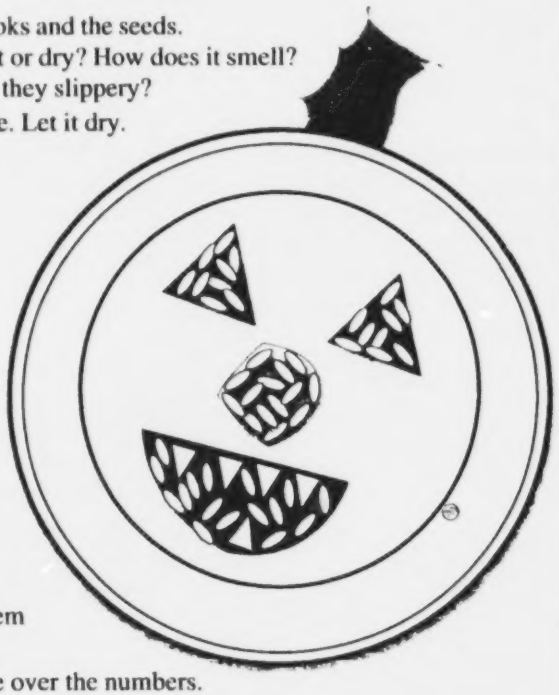
ACTIVITY: PUMPKINS FOR FUN AND LEARNING

Invite children to explore a pumpkin and use its seeds to create a paper plate "jack-o-lantern"! Older children can use the pumpkin seeds to develop math skills and concepts.

You'll Need: pumpkin ○ carving knife (ADULT USE ONLY) ◍ paper plate ◍ paint ◍ pumpkin seeds ○ construction paper ○ markers or crayons ○ glue ◍ cotton swab or paint brush

What to Do:

1. Carve a pumpkin so children can see how the inside looks and the seeds. Explore it with them. How does the pulp feel? Is it wet or dry? How does it smell? Are the seeds large or small? Are they wet or dry? Are they slippery?
2. Give each child a paper plate and let her paint it orange. Let it dry.
3. Help children to draw triangles for eyes, a circle nose, and a mouth full of teeth.
4. Invite them to glue pumpkin seeds onto the paper plate to fill in these areas.
5. Encourage children to attach a green stem that they have torn or cut from green construction paper..
6. Later, roast some of the seeds for a nutritious snack. Dry others to do **Pumpkin Seed Math**.

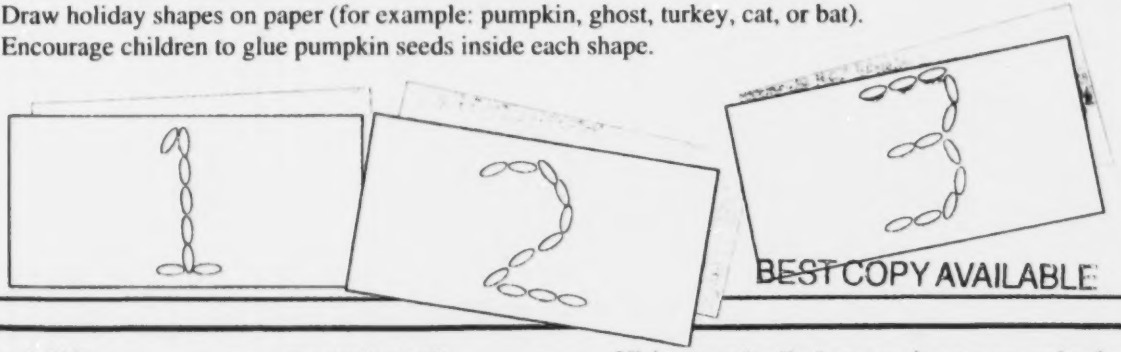


PUMPKIN SEED MATH

You'll Need: wide markers or crayons ○ paper dried pumpkin seeds ◍ large index cards ○ glue

What to Do:

1. Let children use wide markers or crayons and help them draw numbers on large index cards.
2. Show them how to dip a cotton swab in glue and trace over the numbers.
3. Invite children to paste dried seeds over the glue.
4. When the number cards are dry, encourage children to move their fingers over each number. Use the cards for counting, simple math problems, and matching games.
5. Help children learn shapes by drawing a circle, square or triangle on paper. Encourage them to glue pumpkin seeds on the shape outline.
6. Draw holiday shapes on paper (for example: pumpkin, ghost, turkey, cat, or bat). Encourage children to glue pumpkin seeds inside each shape.



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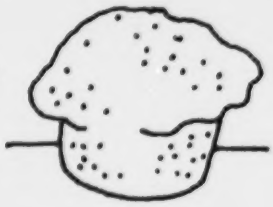
October at www.familytlc.net

TODDLERS
Books: *Touch and Feel Halloween*
Fall: Fingerpaint My Pumpkin Picture
TWO'S
Fall: Pumpkin Muffins
3-4'S
Book: *The Lonely Scarecrow*



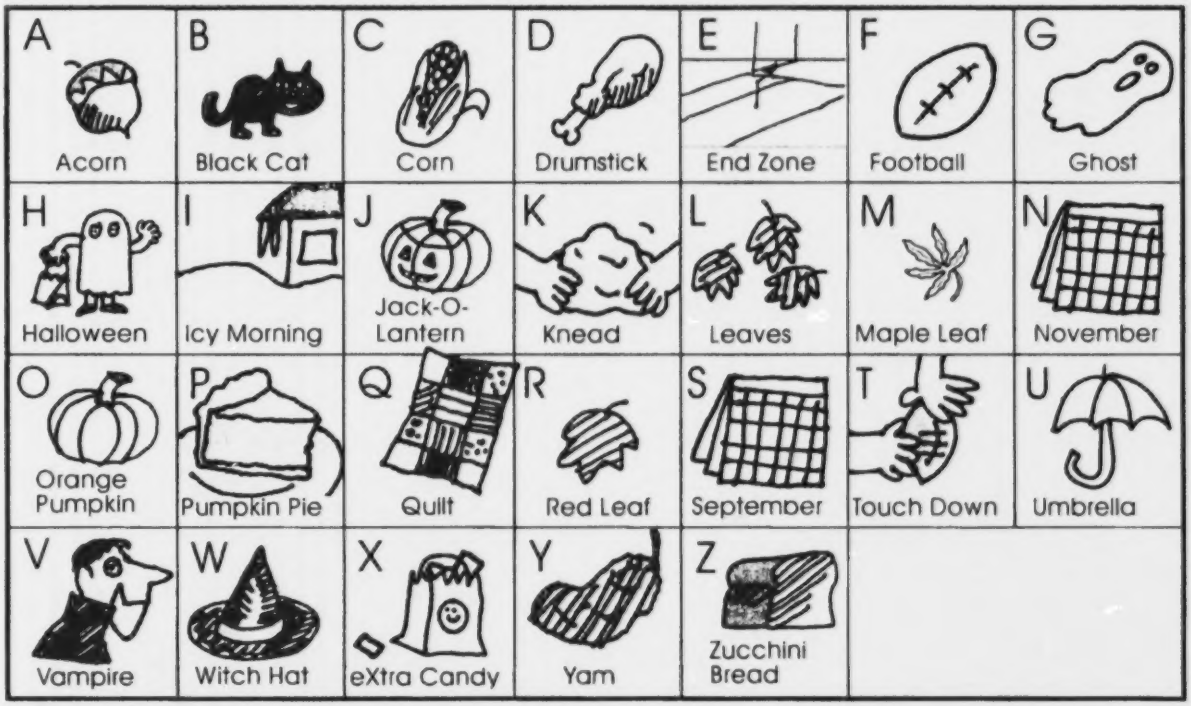
AFTER-SCHOOLER IDEA: Fall Alphabet

AUTUMN: AN ALPHABET ACROSTIC by Steven Schnur (Clarion)

You'll find a fall riddle presented for each letter of the alphabet. The answer is spelled out in the first letter of each line. The 26 poems cover chilly-day themes such as knitting, frost, leaves, and icicles. Stunning hand-colored linoleum block prints are clear, bright, and give clues for the riddles, which are placed in a white box right on each print. This delightful alphabet book will challenge your older children and your young ones will love the pictures.

ACTIVITY: AN ALPHABET CHART

Make a large alphabet chart. Have children add on a fall item to each section that begins with that letter wherever possible. For example: A-acorn; F-football; M-maple leaf.



Ideas: Karel Kilimnik, Kathy Faggella

Art: Nina Woldin, Debby Dixler

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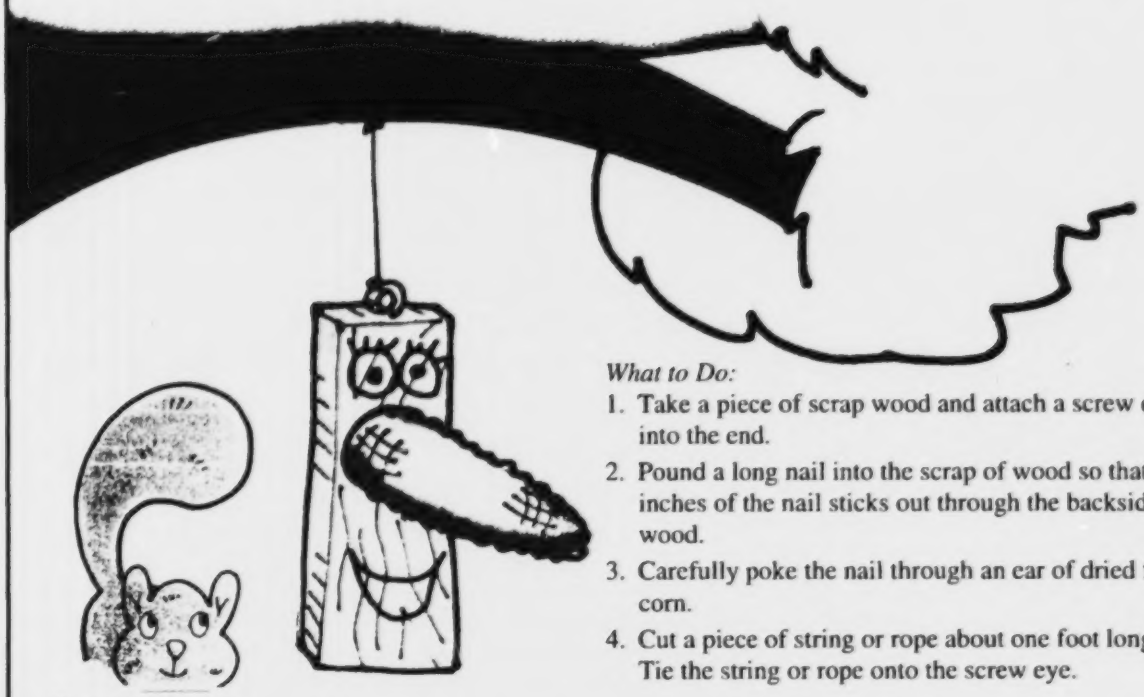
Make A Squirrel Feeder

Together with children, make a backyard feeder and have fun watching the squirrels.

You'll Need:

long nail | scrap of wood | dried feed corn | hammer | screw eye | rope or string



What to Do:

1. Take a piece of scrap wood and attach a screw eye into the end.
2. Pound a long nail into the scrap of wood so that several inches of the nail sticks out through the backside of the wood.
3. Carefully poke the nail through an ear of dried feed corn.
4. Cut a piece of string or rope about one foot long. Tie the string or rope onto the screw eye.

How to use:

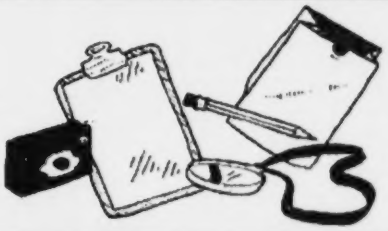
1. Together with children, choose a viewing spot and hang the squirrel feeder to a tree.
2. Invite children to watch for squirrels. Talk about when and how the squirrels eat.
3. Encourage children to watch other animal activity around the feeder. Ask questions such as: Where do you think squirrels live? ○ What else do squirrels eat? ○ What other types of animals could we feed during the fall and winter?

IN THE BOOK CORNER:

- *Clifford's First Autumn* by Norman Bridwell (Scholastic)
- *Autumn Story* by Jill Barklem (Atheneum)
- *Possum's Harvest Moon* by Anne Hunter (Houghton Mifflin)
- *Animals in Fall* by Gail Saunders-Smith (Pebble Books)

October at www.familytlc.net

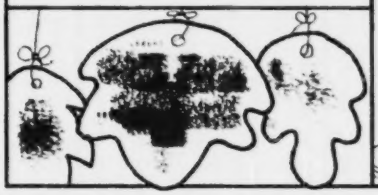
TODDLERS
Fall: Fall Shape Collage
TWO'S
Fall: Fall Scavenger Hunt
3-4'S
Fall: Bird Walk
Nature: Leaf People



WHAT IF YOU HAVE NO FALL?

How do you teach young children about fall when you live in an area where Palm and Palmetto trees dot the landscape and air conditioners drone on and on through December? Autumn can be hard to understand when there are no changes in the leaves on trees and cooler weather is still to come. However, even though the out-of-doors remains warm and green, we can change the inside into a fall scene full with colors.

Hang large, colorful paper leaves from the ceiling of the room. First invite children to sponge paint them in fall colors such as red, green, brown, yellow, and orange. Cut large sponges into squares and let children dip them into tempera paint and apply to the paper leaves using either fingers or spring-type clothespin.



Bring potted yellow, bronze, and red chrysanthemums into the room. Children can help in their care by watering the plants and making sure they have enough sunlight.

Display trees on the bulletin board and let children cut out construction paper leaves or pictures of leaves from magazines and glue them on the tree. You can draw around children's hands on fall-colored construction paper and cut out the hands. These can also become leaves on a tree.

With the decorations and some of the activities in this newsletter such as the nut hunt, even in the warmest of climates everyone can enjoy a time of fall.

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Ideas by: Marie E. Cecchini, Kathy Faggella, Jenny Rose

Art: Catherine Minor, Nina Woldin, Debby Dixler

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Everyday TLC TEACHING LEARNING CARING

PARENTS & KIDS TOGETHER

FALL RECIPES

BLENDER APPLESAUCE

You'll Need: 6 apples ◇ 1/2 cup honey ◇ few drops of water ◇ peeler ◇ plastic knife ◇ blender

What to Do:

1. Peel the apples.
2. Cut each apple into 4 pieces.
3. Put apples, honey, and a small amount of water into the blender.
4. Blend until smooth. Enjoy!

NUT BUTTERS

You'll Need: 1 cup nuts (Here is a list of nuts most commonly found in supermarkets: almond, Brazil, cashew, chestnut, filbert, macadamia, peanut, pine, pistachio, walnut) ◇ blender ◇ 2 Tblsp. salad oil ◇ pinch of salt and/or sugar if you wish

What to Do:

1. Place 1 cup of nuts in blender jar.
2. Add 1-2 Tblsp. salad oil. Blend until smooth or crunchy. Taste.
3. Add a pinch of salt and/or a pinch of sugar, if you wish.

LEAF COOKIES

You'll Need: sugar or butter cookie dough ◇ leaf-shaped cookie cutters or cardboard leaf shapes ◇ egg yolks ◇ food coloring ◇ water

What to Do:

1. Help your child use leaf cookie cutters (or cardboard leaf shapes), and cut a shower of leaves from chilled sugar or butter cookie dough. (To save time, you could mix up the dough the day before and refrigerate or buy a roll of prepared dough).
2. Let your child help you mix several colors of egg yolk, food coloring, and 1/2 teaspoon of water in small bowls.
3. Let your child brush the colored glaze on the cutout (but unbaked) cookies, and then bake as directed. You can make red, gold, orange, and yellow leaves.
4. Serve for snack with apple or orange juice.

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Ideas Jeannine Perez, Kathy Faggella

Art: Debby Dixler

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PLANS FOR OCTOBER

Activity	Week of September 29	Week of October 6	Week of October 13	Week of October 20	Week of October 27
Circle Time					
Free Choice					
Learning Centers					
Creative Art Activity					
After-Schoolers					
Prep Work					

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CHAMPAIGN IL 61820

Everyday TLC
TEACHING LEARNING CARING

November 2003

For People Who Care for Young Children

READING ALOUD TO CHILDREN

The best time to begin reading books with children is when they are babies. As young as six weeks old, babies enjoy being read to and looking at pictures. By age two or three, children begin to become aware of printed letters and words. They see adults around them reading, writing, and using printed words. Toddlers and preschoolers are especially ready to learn from adults reading to and with them.

Reading aloud to young children is important because it helps them get the information and skills they need to succeed in school and life such as:

- Understanding of printed letters and words and the relationship between sound and print
- The meanings of many words
- How books are written and different writing styles
- The difference between written language and everyday talking
- The pleasure of reading

Here are some suggestions for reading aloud to children.

- Make reading books an enjoyable experience. Choose a comfortable place where children can sit near you. Be excited about what you are reading. Show children that reading is an interesting and rewarding activity. When children enjoy being read to, they will grow to love books and be eager to learn to read.
- Read aloud often. Read to children in your care several times a day.
- Start or end the day with a book.
- Read to children after a morning play period which also helps settle them down.
- Read to children during snack time or before nap time.
- Help children to learn as you read. Offer explanations, make observations, and help children to notice new ideas. Explain words that they may not know. Point out how the pictures in a book relate to the story. If the story takes place long ago or in an unfamiliar place, give children some background information so that they will better understand and enjoy the story. Talk about the characters' actions and feelings. Find ways to compare the book that you are reading with what children do in their everyday lives.
- Ask children questions as you read. Ask questions that help children connect the story with their own lives or that help them to compare the book with other books that they have read. Ask questions that help children to notice what is in the book and ask them to predict what happens next.

** *adapted from US Dept.of Education and US Dept. of Health and Human Services, Early Childhood- Head Start Task Force, Teaching Our Youngest, Washington, DC 2002*

Learn How to Use *EVERYDAY TLC* Everyday on
www.everydaytlc.com/howtouse.html

THIS MONTH IN *EVERYDAY TLC*

△ Circle Time
△ Dramatic Storytelling
△ Learning with Puppets
△ Books for Thanksgiving
△ **Learn-at-Home Training:** Supporting Your Child's Growth and Development—Content Area #8

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Everyday TLC Parents & Kids Together

TEACHING LEARNING CARING

See *Parents & Kids Together* in Spanish at www.everydaytlc.com

BOOKS TO READ FOR THANKSGIVING

OLD FAVORITES

- *A Turkey for Thanksgiving* by Eve Bunting (Clarion)
- *Cranberry Thanksgiving* by Harry Devlin (Scott Foresman)
- *Thanksgiving at the Tappletons* by Eileen Spinelli (HarperCollins)
- *Over the River and Through the Woods* by John Steven Gurney (Cartwheel)

RHYMING BOOKS

- *'Twas the Night Before Thanksgiving* by Dav Pilkey (Orchard)
- *Turkeys Never Gobble* by Joan Holub (HarperFestival)
- *I Know an Old Lady Who Swallowed a Pie* by Alison Jackson (Dutton)

APPLES

- *Patty's Pumpkin Patch* by Teri Sloat (Putnam)
- *Alligator Arrived With Apples: A Potluck Alphabet Feast* by Jose Aruego (Aladdin)

1, 2, 3's

- *One Little, Two Little, Three Little Pilgrims* by B. G. Hennessy (Viking)
- *1, 2, 3, Thanksgiving* by W. Nikola-Lisa (Albert Whitman)

*READ ALOUD TO YOUR CHILD! ***

Start reading books with your child when she is a baby. As young as six weeks old, babies enjoy being read to and looking at pictures. By age two or three, a child begins to become aware of printed letters and words. Your child sees you reading, writing, and using printed words. Toddlers and preschoolers are especially ready to learn when you read to and with them.

Here are some suggestions for reading aloud to your child.

○ Make reading books an enjoyable experience. Choose a comfortable place where your child can sit near you. Be excited about what you are reading. Show your child that reading is an interesting and fun thing to do. When children enjoy being read to, they will grow to love books and be eager to learn to read.

○ Read to your child often. Read to your child several times a day if you have time.

○ Start or end the day with a book.

○ Read recipes or box labels as you cook in the kitchen.

○ Read aloud during snack times or before nap time.

○ Help your child to learn as you read. Offer explanations and help your child to notice new ideas. Explain words that she may not know. Point out how the pictures in a book relate to the story. If the story takes place long ago or in an new place to your child, give her some background information so that she will better understand and enjoy the story. Talk about the characters' actions and feelings. Find ways to compare the book that you are reading with what your child does in her everyday life.

○ Ask your child questions as you read. Ask questions to help your child connect the story with her own life. Help her compare the book with other books that she has been read. Ask questions that help your child to notice what is in the book and ask her to guess what will happen next.

*** adapted from US Dept.of Education and US Dept. of Health and Human Services, Early Childhood- Head Start Task Force, Teaching Our Youngest, Washington, DC 2002*

DON'T FORGET TO VISIT:
www.familytlc.net
for lots of fun, learning activities to do with your child!

Everyday TLC
TEACHING LEARNING CARING

Week One
November 3, 2003

For People Who Care for Young Children

CIRCLE TIME BASICS

Circle Time is such an important time of your day with children. If possible, it should happen in a special comfortable place—a place where children know where to sit (or move) and how they should behave.

What goes on in circle time?

- ◇ Children learn how to behave in a group.
- ◇ Children develop listening and concentration skills.
- ◇ Children develop respect for the rights and ideas of others.
- ◇ Children offer their own ideas to the group.
- ◇ Children get to know each other better, leading to a sense of belonging to a group.

All of these things can happen during circle times, but not if you don't plan them. To have a successful circle time you need to plan, prepare, and practice. Here are some tips to help you.

△ Make sure circle times are good for all the children in your group. Base activities on children's ages, skills, as well as their interests and your learning goals.

△ Plan special activities to guide children into circle time. Use these activities to help children change slowly from one activity to another. For example, if children are finishing snack and are about to go to the circle time area, ask them to walk over like robots or a favorite animal. As soon as children begin arriving at the area, begin an activity such as a fingerplay or guessing game.

Let children help you select change-over activities! For example, let children take turns choosing the way that they move from one activity or learning center to circle time. Have them tap their heads while they move from one place to the next. The following day, ask children to think of another challenge such as touching an elbow to a knee while moving to the circle time area.

△ Plan for each child's space and comfort. A taped circle on the floor gives children a way to understand where to sit during circle time. Seat yourself where everyone can see you and your props or activity materials easily. Teach children rules (as few as possible) from the beginning, and repeat them often. By giving children their own rug squares set up in a defined space, you cut down on pushing and kicking. Sometimes, the rugs become part of a song or story, becoming make believe houses, jets to travel to faraway places, or flower gardens.

What To Do At Circle Time

△ Let the time of day help you plan what you will do during that circle time. For example, active activities are best done before free time or outside play time. Children may be sleepy or grumpy early in the morning, and also tired and cranky at the end of a long day. Or they may be full of energy and ready to go! You might begin each day with a short fingerplay that welcomes everyone.

I have a great big message.
It isn't very new.
It only has three words and it says,
"I love you!"

Go around the circle, pointing to and naming each child. It seems to set a caring tone for the day.

△ Plan a beginning, middle, and end to your circle time. Changing the pace helps keep children interested. Plan activities so there is a balance of sitting and listening as well as being active. Activities such as calming fingerplays and songs are nice for the beginning and end. When circle time ends with a quiet activity, and an effective plan for moving to the next activity, the activity following circle time starts off on the right foot.

△ Repetition is a good teaching tool. It lets children know what to expect and helps them know how to take part in the activities. Include short rhymes, songs, and picture books with repeating lines or that include numbers. There are many fingerplays and songs using the numbers one to five.

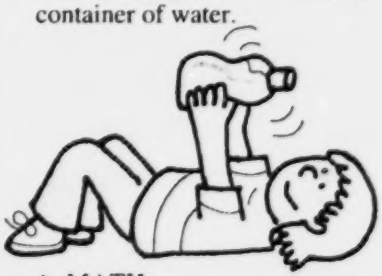
Toddlers love the song "Ten in the Bed." (You might begin with only five in the bed.)

There were five in the bed
And the little one said
"Roll over, roll over."
So they all rolled over
And one fell out.
There were four in the bed.

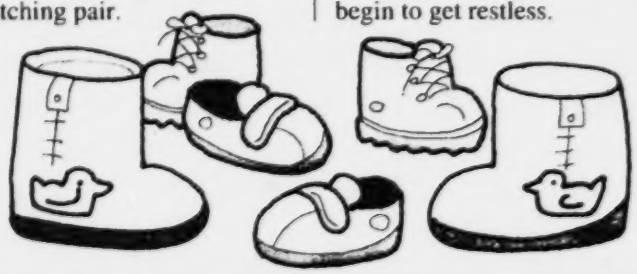
Children love the rhythm and movements that go with this song, and there are several picture books with this rhyme. "Are You Sleeping" is a good song because you sing a line and children repeat it. You can often use this tune when making up your own songs.

△ Plan circle time activities to include things you are studying. Here are some examples.

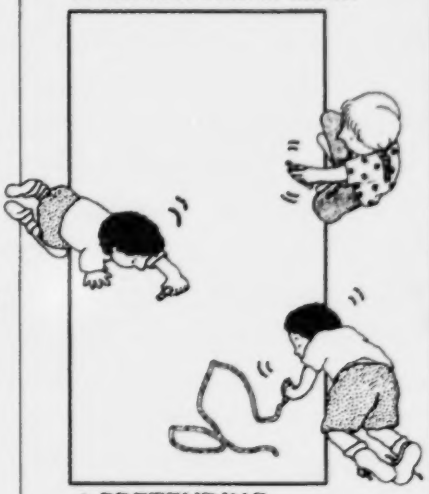
◈ SCIENCE
Let children relax while they make a rainbow swirl by squeezing drops of different food coloring into a see-through container of water.



◈ MATH
Mix up everyone's shoes and let children take turns finding a matching pair.



◈ ART/MUSIC
Lay out fifteen feet of mural paper and let children draw by making their crayons "dance" to different beats of music.



◈ PRETENDING
Let children act out job-related actions of community helpers such as fire fighters or mail carriers.

△ Be ready to change, shorten, or adapt your activities according to the mood of the group. Nothing is sadder than an adult grimly finishing a story just because it was planned. Often telling a story rather than sharing a book is helpful at the beginning of the day. Children pay better attention when you look at them, and it is simple to shorten the telling if children begin to get restless.

Everyday TLC
TEACHING LEARNING CARING

Week Two
November 10, 2003

For People Who Care for Young Children

DRAMATIC STORYTELLING

When you read aloud to your children or tell them a story, it is important to capture and then keep their attention. Here are some suggestions that will help you bring stories to life for young listeners.

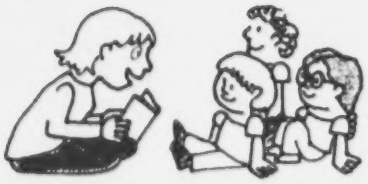
- **EYE CONTACT** This is the best part of telling stories. If you reading a book, become familiar with it beforehand so that you are able to look at each child and draw her into the story—especially that squirmy one.
- **VOICE** Like a musical instrument, you can create many sounds with your voice. You can show feelings by changing the volume and pitch of your voice as well as how quickly you speak.
- **EXPRESSIONS ON YOUR FACE** As you talk, use your face to show the emotions of the characters or the scene. (Watch children copy you!) In fact, overdo it. This helps to keep children's attention.
  - ◇ Surprise—eyes go wide; mouth drops,
  - ◇ Fear—eyes darting; mouth tight
- **BODY MOVEMENT** As a storyteller, you need to think about what the characters in a tale are like and let your body "talk."
  - ◇ Proud—shoulders erect, chin back, standing tall
  - ◇ Shy—head down or to the side, eyes down

When reading or telling dramatic tales, look for places where children can help you tell the story.

- ◇ Repeating phrases to be chanted. (For example, *"The Gingerbread Boy"*)
- ◇ Animal Sounds (*"The Merry Musicians of Bremen"*)
- ◇ A song to be sung
- ◇ Footsteps
- ◇ Crying, shouting

BRINGING STORIES TO LIFE.....

Use Eye Contact



Use your voice

Use expressions you make

Use your body

More Ways to Engage Children in the Story

- To develop thinking skills, look for problem-solving stories such as *"The Little Red House"* (a story about an apple) or Aesop's, *"Crow and the Pitcher."*
- Help children to develop thinking skills and creativity by changing familiar fairy tales and fables. Tell the story of three little pigs from the wolf's point of view!
- Ask children to talk about their own ideas. Ask them to tell you, "one more thing that happened."
- Help children develop problem-solving skills by having them predict, experiment, and answer questions that begin with *"What if...?"*
- Play word games as you recall stories. You'll be helping children develop language skills. For example:
  "What's the opposite of ___?
  "What's a word the rhymes with ___?"
  "It's as orange as a ___?"
- Introduce characters, setting, and moods with riddles and clues to get children involved.

Follow Up Stories with Dramatic Play

When you read or tell a story with drama, children want to pretend also. List all the characters in a tale; for each one, have children close their eyes and picture what the character looks like, how it moves, how it smells, the noises it makes. All together, have children move like the different characters: *"How would the rooster flap?" "The cat sneak?" "The mouse run?" "How would you use your body to become tall?" "Small?" "Floppy?"*

On another day, invite each child to recall her favorite character. Then without talking, let the child make movements and invite the rest of the children to guess the character. Because there are not so many characters and children know the story, guessing becomes easy.

To guide children through a dramatic retelling, have each child choose a role, (more than one child can act out one part: two Mama bears or no Papa...) You tell the story and fill in the roles that children don't choose. Make the plot simple and point out the phrases that are repeated often. How would Papa Bear say, *"Who has been eating my porridge?"* How would the smallest billy goat say, *"Please don't eat me!"*

The story about fall on the following page includes several of these ideas to get children thinking about fall colors. (Practice telling the story first.) Put the following items in a backpack before you begin: a paintbrush and three small jars of paint: one red, one yellow, and one blue. Have a large piece of paper on an easel or taped to a blackboard in the area where you are telling the story.

Everyday TLC
TEACHING LEARNING CARING

Week Three
November 17, 2003

For People Who Care for Young Children

PUPPET STORYTELLERS

Why use puppets for reading aloud and circle time learning? Here are 10 good reasons.

1. They are attention grabbers. Children have to pay attention before they can learn.
2. They motivate.
3. They give children a place to look as you teach.
4. They encourage shy children to join in activities.
5. Children feel safe with puppets, because they can let out unhappy or angry feelings through a puppet.
6. Puppets allow children to explore real life in a safe way.
7. They make children feel confident and good about themselves.
8. They encourage children to work together.
9. They encourage YOU to plan.
10. Puppets are fun!

PUPPETS AT CIRCLE TIME

Experiment with different ways to use puppets.

○ **Circle Time Puppet**

Use a host puppet to tell children that it is circle time, that they are invited to sit in their special places, and to settle down for circle activities. This puppet can also be used to remind children of group rules and routines or to gently correct children who may be having problems. For example, an Oscar the Grouch puppet might "bluster" at a noisy group, reminding them that they have to be quiet so he can find out what's going on. Or a Larry the Listener puppet (a homemade puppet with big ears) might ask the group to sit quietly so he can hear the story.

○ **Storytelling Puppet**

Make or buy a puppet of the main character from a popular children's story. Hold up the book, but instead of reading it, have the puppet tell the story. From time to time, share a picture from the book to set a new scene or introduce a new character. (NOTE: mark the pages ahead of time!)

After circle time, put both the book and the puppet in the Book Corner.

Storytelling puppets can also be used to act out songs. Use a farmer puppet for *"Old MacDonald Had a Farm"* or *"B-I-N-G-O"* and a cowboy puppet for *"She'll Be Comin' 'Round the Mountain."*

○ **Puppet Pretending**

During art, let children make fairy tale character stick puppets. When they are completed, encourage children to use the puppets to help them to act out the story. Store these in a story bag with the book and other props. Make animal characters such as the pigs in *"The Three Little Pigs"* or the goats in *"The Three Billy Goats Gruff."*

○ **Puppet Teaching**

Use puppets to teach a concept or introduce a theme. Give children new information or review learning by having the puppet ask the group questions and problem solve at circle time. Use a ladybug or bee puppet to help children learn about insects. A fire fighter puppet could introduce a trip to a fire station or review what happened after the trip. A carrot puppet could introduce nutrition concepts or a cooking project.

○ **Child-Made Puppets**

The most fun of all is to have the group make their own puppets based on a shared interest. Put out simple puppet-making materials and let children use their imaginations to create their own characters.

Give children the materials for a simple stick, paper bag, or cardboard tube puppet. Show them how to use the materials to create the puppets and then suggest that they create characters from a favorite story book or poem.

IMAGINE WHAT A GLOVE CAN BE

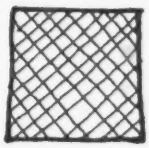
Do you suffer from "Lost Glove" syndrome? Do you have too few matching gloves but many more right or left gloves whose partner has been lost, mislaid, tucked "safely" away somewhere or—you suspect—lies unclaimed in a Lost and Found box?

Don't throw away those single gloves. Use your imagination and create Glove Tellers for your children. You will be surprised how much imagination and fantasy a child can pour into an old glove!

MAKE A FAMILY GLOVE TELLER

You'll Need:

scissors



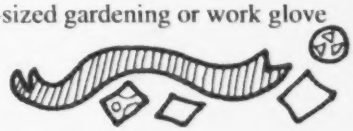
paper or cardboard

adult-sized gardening or work glove

felt

permanent felt tip markers

fabric glue



ribbon and fabric scraps

What to Do:

1. Cut out felt circles big enough to fit the top joint of each finger.
2. Use permanent markers to draw faces of family members on the felt: a mother, and/or father, children, and even a family pet.
3. Put your fingers in the glove and glue (or sew) on the faces to the palm side of the glove fingertips. It is best to use the thumb and index finger for the most active characters. The character who moves the least should go on the ring finger because it is the hardest finger to control.
4. For hanging storage, sew a loop of ribbon to the cuff of the glove.

USING YOUR GLOVE TELLER

◆ PRACTICE! Find out what movements can be made with finger combinations to suggest communication between family members; for example: leaning together to suggest talking, touching to describe affection, curling fingers inward for going out or to bed.

◆ INTRODUCE the Glove Teller to children by acting out a daily activity or retelling something that happened.

◆ GIVE the Glove Teller to a child. Let him use it to recreate everyday happenings or fantasy adventures.

◆ USE as teaching aids for encouraging children to develop new vocabulary; for helping lonely or unhappy children to play out fears or anger; for channeling the energies of talkative children; for helping children develop speaking skills, and for encouraging children to use their imaginations.

MORE GLOVE TELLER IDEAS

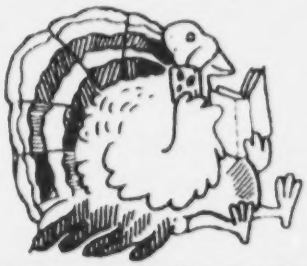
◆ Make Glove Tellers of grandparents and grandchildren; teacher and children in your program; a group of friends.

◆ Create a Glove Teller for a favorite rhyme or story. Use the back of the glove for these characters so that they can be introduced more easily.

◆ Sew some scenery (house, bridge, pond) onto the palm of the glove or use interfacing to stiffen the faces or add bodies to the faces and add clothes.

◆ Show children how to make their own Glove Tellers by drawing faces on peel-off colored circles and sticking them on their own gloves.

Everyday TLC
TEACHING LEARNING CARING



Week Four
November 24, 2003

For People Who Care for Young Children

GIVE THANKS FOR BOOKS

Read many kinds of books with children. Story books can help children to learn about times and cultures other than their own; stories can help them understand how others think, act, and feel. Informational books can help children learn facts about the world around them. These books also introduce children to important concepts and vocabulary that they will need for success in school. Read books that relate to your children's backgrounds: their experiences, cultures, languages and interests.

Choose books to help you teach. Use alphabet books to help you teach the names of the letters and the sounds that each letter represents. Use counting books to teach children how to count and to recognize numbers. Use poetry or rhyming books to help you teach children important pre-reading skills. Use big books (oversized books that your children can easily see) to point out letters, words, and other features of print and to teach book handling. Choose stories that help children learn about how to act with others; for example, books about friendship help children learn to share and cooperate. Also choose stories that show children how the world around them works; for example, what is happening with the eggs that are hatching in your **Science Center**.

Reread favorite books. Children love to hear their favorite books over and over again. Hearing books read several times helps children understand and notice new things. For example, they may figure out what an unfamiliar word means when they have heard the story several times. Also they may notice repeated sound patterns. If you point out some letters and words as you read the book several times, children also may pick up words that are easily recognized and letter-sound relationships.

In this newsletter, you will learn more about the different kinds of books you can be reading with your children, along with Thanksgiving related suggestions.

ALPHABET BOOKS & NUMBER BOOKS

Alphabet books usually feature the capital and lowercase forms of a letter on each page and one or more pictures of something that begins with the most common sound that the letter represents.

- *Patty's Pumpkin Patch* by Teri Sloat (Putnam)
- *Best Thanksgiving Book (ABC Adventures)* by Patricia Whitehead (Troll)
- *Alligator Arrived With Apples: A Potluck Alphabet Feast* by Jose Aruego (Aladdin)

In Counting (or Number) Books each page usually presents one number and shows that amount of items (two monkeys, five dinosaurs, and so on). In this way, children can see the number and count the items.

- *One Little, Two Little, Three Little Pilgrims* by B. G. Hennessy (Viking)
- *1, 2, 3, Thanksgiving* by W. Nikola-Lisa (Albert Whitman)

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GIVE THANKS FOR BOOKS

CONCEPT BOOKS

These books are designed to teach concepts that children need to know in order to succeed in school. Concept books may teach about colors, shapes, sizes (big, little), or opposites (up, down). They may focus on concepts (farm or zoo animals, families around the world, trucks, or places to live).

- *Thanksgiving Day* by Gail Gibbons (Holiday House)
- *The Story of the Pilgrims* (Pictureback) by Katharine K. Ross (Random House)

RHYMING BOOKS

These books often include rhymes and repeated verses, which is why they are easy to remember and recite and why they appeal to children.

- *'Twas the Night Before Thanksgiving* by Dav Pilkey (Orchard)
- *Turkeys Never Gobble* by Joan Holub (HarperFestival)

REPETITIOUS STORIES AND PATTERN BOOKS

In these books, a word or phrase is repeated throughout the story, forming a pattern. After the first few pages, children may be able to "read along" because they know the pattern. This lets them experience the pleasure of reading.

- *I Know an Old Lady Who Swallowed a Pie* by Alison Jackson (Dutton)

TRADITIONAL CHILDREN'S BOOKS

This includes fairy tales, folk tales, fables, myths, and legends from around the world and across the ages of time. Through these beloved stories, children become familiar with many different times, cultures, and traditions. Some stories, such as Cinderella, are different in different cultures and it is interesting to compare them. Here are some Thanksgiving favorites.

- *A Turkey for Thanksgiving* by Eve Bunting (Clarion)
- *Cranberry Thanksgiving* by Harry Devlin (Scott Foresman)
- *Thanksgiving at the Tappletons'* by Eileen Spinelli (HarperCollins)
- *Over the River and Through the Woods* by John Steven Gurney (Cartwheel)

WORDLESS PICTURE BOOKS

These books tell stories through pictures, without using words. Wordless picture books give children the chance to tell stories themselves as they "read," about an activity that most children enjoy. In telling their stories, children develop language skills; they also get a sense of the sequence of events in stories.

- *A Boy, A Dog and a Frog* by Mercer Mayer (Dial)
- *My First Thanksgiving* (Boardbook) by Tomie dePaola (Putnam) not wordless—but 6-double-page spreads and less than 10 sentences

BOOKS ABOUT DIFFERENT CULTURES

These books have characters and situations both similar and different to those in the children's lives so they can learn about the world.

- *Thanksgiving at Obaachan's* by Janet Mitsui Brown (Polychrome)
- *Gracias, the Thanksgiving Turkey* by Joy Cowley (Scholastic)
- *How Many Days to America?: A Thanksgiving Story* by Eve Bunting (Clarion)

DON'T FORGET YOUR AFTER-SCHOOLERS!

- *If You Sailed on the Mayflower in 1620* by Ann McGovern (Scholastic)
- *Squanto and the Miracle of Thanksgiving* by Eric Metaxas (Thomas Nelson)
- *On the Mayflower: Voyage of the Ship's Apprentice and a Passenger Girl* by Kate Waters (Scholastic)
- *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl* by Kate Waters (Scholastic)
- *Molly's Pilgrim* by Barbara Cohen (HarperTrophy)
- *Eating the Plates: A Pilgrim Book of Food and Manners* by Lucille Penner (Aladdin)

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Everyday TLC
TEACHING LEARNING CARING

YOU CHOOSE!

- ◇ Earn 40 clock hours toward your Child Development Associate* with *EVERYDAY TLC* Learn-At-Home Continuing Education Program and the Nutrition Education & Child Care Food Program
- ◆ Earn State Licensing Hours
- ◇ Do Both!!

Learn-At-Home Training for Child Care Professionals

Over the course of a one-year subscription to EVERYDAY TLC, you can receive eight Learn-at-Home training modules, which will count toward 40 hours of your CDA. These same training modules have been approved for one hour each (total of 8 per year) toward your state licensing hours for family child care providers in the following states: AK, AL, AR, CO, IA, MA, OH, OK, OR, PA, RI, TX, WY (16 hours)*

It's Easy and Convenient:

Step 1: Review the continuing education self test and professional article in this issue of *EVERYDAY TLC.*

Step 2: Sit back, relax, and read through your issue of *EVERYDAY TLC.*

Step 3: Do the assignment as described in the test. Write your responses to the questions on the sheets (unless otherwise indicated). Please note: Photocopies of the test sheets will not be accepted. You must mail the original test pages from your *EVERYDAY TLC* issue!

Step 4: Remove your completed test sheets from *EVERYDAY TLC.* Be sure to include your name, address and phone number in the space provided on the test sheets. Place the test sheets and a check or money order for the fee in an envelope addressed to:

EVERYDAY TLC
P.O. Box 180
Wilmington, NC 28402

Your certificate of completion of continuing education credits will arrive within 3-4 weeks.

Cost:
- ◆ CDA $80 for all 8 tests (40 CDA clock hours)
- ◆ State Licensing Hours $5.50 per test
  OR SAVE MONEY BY: removing completed test sheets and saving them until you have completed all 8. Send them to the above address with a $22.00 check or money order. (for state licensing hours only)

Note: The *EVERYDAY TLC* Learn-at-Home Training only counts toward 120 clock hours of training needed for your initial CDA application. The training does not count toward CDA renewal hours.

Questions: Please call: 1-800-677-6644.

2003 Test Issues: February/March/May/June/August/September/November/December

*The Child Development Associate(CDA) credential is awarded to those caregivers who have completed 120 clock hours of formal child care education, with at least 10 hours in each of eight categories. There are requirements for hours working with children, the creation of a resource file, written competencies, and a formal observation and assessment. For more information on the CDA program, please contact The Council for Early Childhood Professional Recognition at 1-800-424-4310 or on the web at www.cdacouncil.org.

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Supporting a Child's Growth and Development

It is amazing to watch the rapid growth and development of a child, especially from birth to being ready to enter school at age five. There are many growth charts to make sure children are growing in a timely way. You can find them on the Internet. There are published goals and standards for preschool programs. You can get copies from your state education department or, again, on the Internet. Or you can check NAEYC for more information.

While these standards are based on the 'average' child, many children do not fit into the description of 'average'. We must view the charts, benchmarks and goals on a "Developmental Continuum". That is, children will vary greatly from the standards set depending on their developmental stages, as well as their ages. There is a wide range of developmentally appropriate behaviors for each age. Within a group of three-year-olds, some will be at the beginning stages of learning a new skill. Others will be ready for lots of practice and a few children will be ready to move on to the next skill level. This is as it should be and we need to accept every child at the stage where he or she is.

1. What learning and developmental goals and standards have you set for the children in your care? Are they based on state, NAEYC, or other standards? Are they ones you have developed on your own? What sources have you used to set these goals? Please explain. (If you do not have these goals, please describe how you are planning to get them.)

2. Because it is important that we provide 'content' for children (information about things that interest children), tell how you get this information.

◇ Do you have formal, higher education? _____

◇ Do you use encyclopedias? The Internet? The library? Children's informational books? What are the most useful places you go to get your information? _____

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3. Find three children in your care who are about the same age. Observe them for one week and make notes describing their physical, cognitive and social skills. Report your findings on a separate sheet. (Try to compare similar skills; for example, the way each child plays in the art center.)

◇ What did you learn watching these three children and comparing their development.

◇ Do they meet the standards for the 'average' child?

◇ Do they do things in about the same ways?

◇ What is the greatest difference that you see and in what area (cognitive, social or physical) is it?

4. Describe an activity or project that you do with children that helps them develop cognitively, socially and physically. What did you realize when you did this project (activity)? Why was it successful? (Or why wasn't is successful?)

Name_____

Address_____

City_____ State_____ Zip Code_____

Telephone_____

☐ CDA ☐ TRAINING CERTIFICATE

Content Area #8: Supporting a Child's Growth and Development

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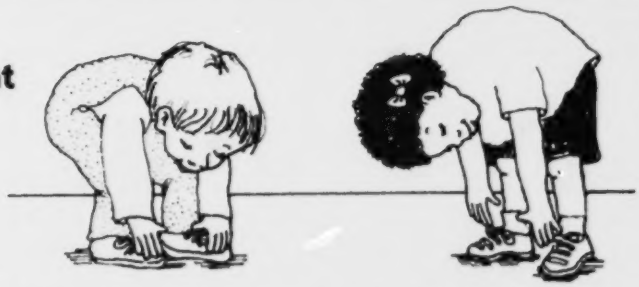
CDA Professional Article

The Growth and the Development of the WHOLE CHILD

by
Kathy Faggella



Children change and develop so quickly during early childhood. A baby goes from a birth weight of 6 to 8 pounds and 18 to 21 inches in length, on average, to a four year old who weighs around 39 pounds and stands 42 inches tall! While the growth rate slows down in the later preschool years, children are still growing at a rate of 2 1/2 inches and gaining 5 to 7 pounds per year. By age five, the child's brain is 90% the size of the adult brain!

These dramatic changes occur in all areas of a child's being, not just his body. Cognitively, the two-year-old enters the "preoperational thought" stage (which lasts until age seven). During this time mental reasoning begins, although a child this age will confuse make believe with reality and often matches the wrong causes and effects. This age child thinks mostly about himself and cannot yet see the difference between his view of the world and someone else's.

Socially, the child moves from being a baby who behaves instinctively and progresses to the toddler who plays alone and then the observant child who plays alongside another child to finally becoming the four and five year old who enjoys playing and cooperating with others. The child loves to bond with a caregiver (parent or provider) and develops basic trust. The child learns to behave as others, parents/ caregivers, behave toward him.

Each of these areas of growth and development are always interconnected. One area depends on another.

We need to think about the "whole child" in planning for our children's needs. No one area can be stressed without throwing a child off balance. This means that a learning program based on lots of teaching by an adult doesn't help a child develop socially. Social development comes through playing and doing activities with other children. Too many activities just to help children develop social skills may hurt the development of important literacy skills. Research has shown that children entering school at ages five and six who have both well-developed cognitive skills and social skills are most likely to succeed. And, of course, if we forget physical activities, children will have a hard time developing their large and fine motor skills.

We need to prepare a program that is interesting and challenging. Most young children are capable of doing many challenging things. They love real-life activities such as cooking, woodworking and exploring the natural environment. They love to learn real facts about things they find interesting: dinosaurs, insects, weather, plants and animals. Preschoolers are able to concentrate on a project for up to 30 minutes at a time when they are truly interested in it. If we let two children work together (rather than insisting on many, whole group activities), they develop language skills as well as social ones. We want to do more than sit and watch children; we want to help them grow and develop—as we guide them—always letting them experience the joy of discovery.

Perhaps one of the best things we can do is to consult the goals and standards that have been set up by our state departments of education and by position statements made by a national organization such as NAEYC. Sometimes, these goals are called 'benchmarks', but they state what children of this age should be learning. We can use these standards to guide the choices of activities, materials and projects we provide for our children. Of course, we know our children best and must decide the best activities that take into account each of their learning styles and cultural and family backgrounds.

Also, it is important for us to educate ourselves not only in teaching methods, but also in content. Studies have shown that better educated teachers and family child care providers work in classrooms or homes with higher quality ratings than do those with less education. We need to plan lessons, projects and activities that connect to our goals and performance standards and take into account the learning needs of the whole child. Learn about what interests children. Then weave all these elements together to give your children all they deserve.

TURKEY ALPHABET SOUP

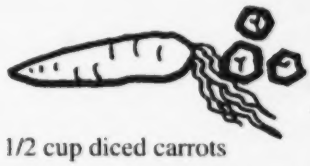
You and your children can prepare this yummy soup together; then you all can play a word game at the table. While you are having fun together, this activity helps children develop language skills and pre-reading skills.

You'll Need:

turkey bones with a little meat on them

large pot

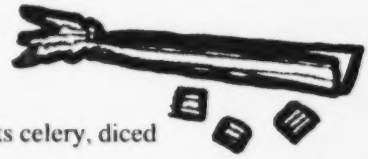
1/2 cup peas


1/2 cup diced carrots

parsley

salt and pepper to taste

1 chopped onion


2 to 3 stalks celery, diced

1 to 2 cups cooked alphabet pasta

3 cans chicken broth (optional)

vegetable peeler (ADULT ONLY)

measuring cup

knife (ADULT ONLY)

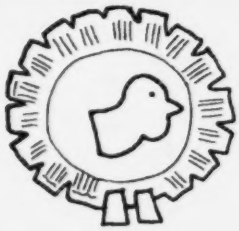
What to Do:

1. Fill a large pot 2/3 full with water or chicken broth. Place on the stove and bring to a boil.
2. Add turkey bones. Simmer 1 hour. Remove carcass and loose bones, leaving the broth. Cool.
3. Children can help you chop the onion, celery, carrot, and parsley with plastic knives.
4. Let children help add chopped onion, celery, peas, carrots, parsley, and cooked pasta to the soup pot. Salt and pepper to taste.
5. Turn on the heat again and simmer 30 minutes.
6. Spell simple words as you eat the soup! Ask questions such as: *"How many letters do you need to spell your name?" "Are they in the soup?" "Can you show me the first letter of your name?"*

CACFP credit=Bread/Alternate, meat/alternate and meets one of the vegetable/fuit requirement for lunch/supper

NOVEMBER IN FAMILYTLC.NET

TODDLERS:
Fall: Handprint Turkey
TWOS
Fall: My Turkey Picture
Run Away Turkey Song
3-4'S
Crafts: Paper Plate Turkey
Music: Turkey Songs



Book Baskets

Introduce Book Baskets at Read Aloud Story Time. To create a Book Basket, select a large, pretty basket and a special place with plenty of space for story-telling and pretending.

Next choose a theme for the Book Basket. Then select several stories that relate to the theme. The theme can be anything from a single concept such as pets to a value such as sharing.

After you choose your theme and books, choose simple props that children might want to use to retell the stories. Allow plenty of room for children to develop imagination and creativity. They should feel free to add other props if they wish.

Book Baskets help children focus on the content of the stories in a non-threatening way. Children can hear the story, then "play with" the ideas presented. They can see the relationship between stories so later in hearing a story with the same theme, they might understand that it is similar to a Book Basket story. If a Book Basket theme is a value, it gives children a chance to hear, feel, and express the value from several points of view.

A SHARING BOOK BASKET

Here is a Book Basket with three books with the common theme of sharing. Although all three books suggest sharing, they do so in quite different ways. This is a terrific theme as the holiday season approaches. It allows you to combine literacy learning with social and emotional growth.

- *The Giving Tree* by Shel Silverstein (Harper & Row) tells of a tree which unselfishly gives of herself in order to make the life of one man happy from boyhood through old age. Possible Props: paper leaves, apples, branches, blocks.
- *The Doorbell Rang* by Pat Hutchins (Greenwillow) deals directly with sharing as a group of young children see their share of a tray of cookies getting smaller and smaller each time the doorbell rings. Possible props: cookie sheets, bell, paper cookies.
- *The Mitten* (an old Ukrainian folktale), retold by Alvin Tressalt, (Lothrop, Lee and Shepard) tells of large and small animals in a forest who share the warmth of a lost mitten. Possible props: a large bed sheet for children to crawl under, a mitten.

Introduce each story, one day at a time, over three days. Discuss the story asking questions to make children think about the stories. Then tell children you are placing the book in the Book Basket along with several things that might help them retell the story to a friend.

The next day, read and talk about a new story. Ask questions that lead children to compare the two stories. Again add the book and simple props to the Book Basket.

Repeat with a new book each day until you have introduced all of the books in the Basket. (Three to five books are ideal for most themes.) Invite children to retell the stories to a friend or a group. Let each child give her own version of the story.. Encourage children to use props to make the stories come alive. Change the Book Basket often to keep it interesting. Include materials in or near the Book Basket that children could use to create their own stories. Encourage them to share these original stories with everyone, then add them to the Book Basket.

Ideas by Karel Kilimnik, Sandra Malcolm
Art: Debby Dixler, Nina Woldin
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PUPPETS TO HELP TELL HOLIDAY TALES

TURKEY PUPPET

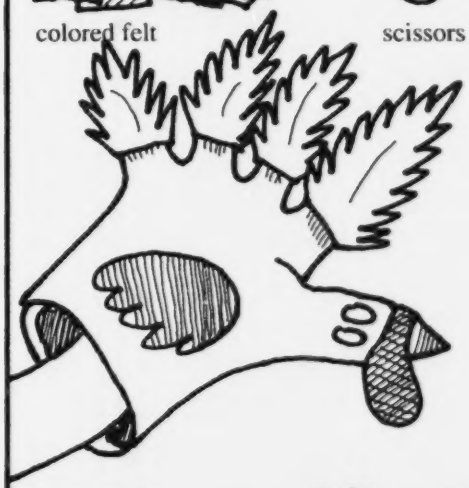
You'll Need:

colored felt

scissors

glue

gardening glove



What to Do:

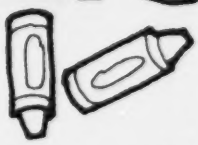
1. Use the gardening glove for the bird's body. Help children cut feathers out of felt (make them a bit wider than the glove fingers) and fringe the edges.
2. Glue one to each glove finger.
3. Next, cut a wing shape out of felt and glue it to the palm of the glove.
4. To make the turkey's beak, cut out a pair of small felt triangles and glue them to opposite sides of the thumb tip.
5. For the wattle, cut a 2-inch long hourglass shape out of red felt. Drape the wattle over the base of the beak and glue it in place.
6. Glue on googly eyes.
7. Use the puppet to tell Thanksgiving stories.

(See November 24 newsletter.)

TURKEY STICK PUPPET

You'll Need:

brown construction paper



crayons or markers

craft or popsicle sticks

What to Do:

1. Help each child trace around their hand on a piece of brown construction paper.
2. Cut out the hand shapes.
3. Invite each child to use crayons or markers to color the fingers on their hand shapes like feathers.
4. Then have them draw turkey faces on the thumbs of their hand shapes.
5. Attach stick handles to complete each hand puppet.
6. Let your children play with their puppets while you sing songs or tell stories about turkeys.

My Turkey Song (Tune: *"I'm a Little Teapot"*)

I have a turkey, big and fat.
He spreads his wings (fan hands at hip)
And walks like that. (strut back and forth)
His daily corn he would not miss, (pretend to eat corn)
And when he talks; he sounds like this. (gobble, gobble)

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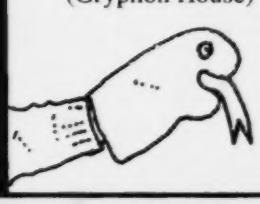
IN THE BOOK CORNER:

Mitt Magic: Fingerplays for Finger Puppets by Lynda Roberts (Gryphon House)

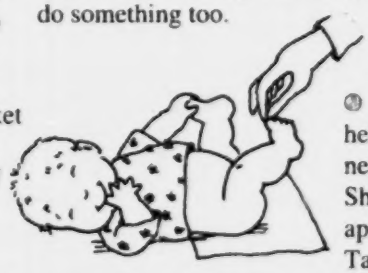


INFANT CARE: A Baby's Brain**

Helping a baby's brain develop in the second half of her first year can be fun for both of you. There are things you can do to help her learn. Here are some ways to have fun and to help a baby's brain develop.

- Talk about your activities as you doing them. As you prepare to go outside, you can say, *"I'm putting on your coat. It's cold outside"* If you're wiping her face, you can say, *"Let's wipe your face clean. No more stickiness! Doesn't that feel better?"*

- Point to objects that are near and describe them for the baby. You can point to her rubber ducky and say, *"See the yellow ducky."* You can point to her blanket and say, *"Grandma loves you. She made this special* blanket just for you."

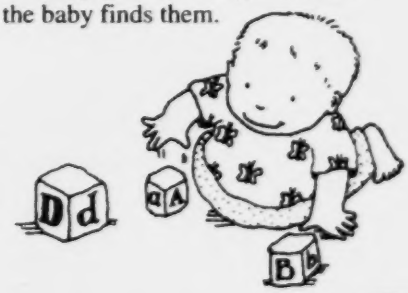


- Put pillows or soft blocks down on the floor. The baby can crawl to them. She can crawl all over them.

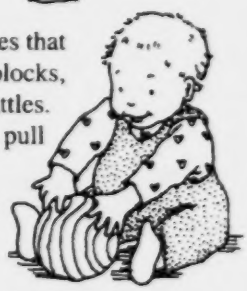
- Talking to a baby helps her learn to speak. You can tell her the names of her body parts. You should repeat things. She will learn new words even before she can speak. A good time for this is changing time. You can talk about her leg, her foot, and her toes as you tickle them.

- Play finger games or hand games with the baby. When the baby does something you like, move your fingers or hands. You can wiggle your fingers whenever she smiles. Or you can rub her tummy whenever she grabs her feet. Soon she will learn that when she does something it makes you do something too.

- Hide objects under a blanket. Act surprised and delighted when the baby finds them.



- Give the baby toys and games that help her learn. Give her balls, blocks, nesting toys, busy boxes and rattles. She also likes toys that she can pull apart and put back together. Talk to her about the name of the toy and what the toy is doing.



** adapted from U.S. Department of Agriculture, U.S. Department of Education and U.S. Department of Health and Human Services, Healthy Start, Grow Smart, Washington, D.C., 2002

Ideas by Susan Entz, Kathy Faggella, Ray Allison and Lynn Thompson Art: Debby Dixler, Catherine Minor, Nina Woldin

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"JACK"

by Gail P. Jones

There was once a boy named Jack. *(Encourage children to talk about all of the Jacks they've heard of before...Jack and Jill, Jack and the Beanstalk, and Jack who built a house, and so on)* This Jack was named "Jack Frost."

A long time ago, this boy named Jack Frost decided that he was going to make fall as special and as much fun as the summer. Jack had been having such a good time in the summer doing all kinds of fun things. So he was sad when he noticed the weather getting colder and he could no longer go swimming. *(Ask children what other kinds of things they think Jack did for fun in the summer.)* And, he was sad that the flowers were dying and all the beautiful colors were fading away.

After a lot of thought and a talk with Mother Nature, Jack knew what he had to do. He packed up his backpack with his favorite things and set out to change things so that fall would be as beautiful and as much fun as summer had been.

(Ask, "What do you think Jack has in his backpack?" Accept all answers as good and possible, and then tell children what really is in your bag. Begin painting along with the story.)

Jack skipped and hopped down to the group of trees behind his house with his backpack on his back. He sat down on the ground under the first big maple tree he came to and opened up his pack. *(Take out items as you mention them.)*

He took out his paintbrush and three jars of paint. One yellow, one red, and one blue. He began painting the green leaves yellow. He was delighted with the beautiful color because it reminded him of the sun. *(Ask children to think of other yellow things.)* He painted all the leaves he could reach on all the trees around him. Jack was happy with what he had done.

Next he decided to paint with his red paint so he moved on to more trees that were all green. But, Jack suddenly realized he had a problem. *(Ask children what they think Jack's problem is.)* Jack had forgotten to bring any water to wash off his brush! So he dipped the yellow brush into the red paint.

Oh, Jack couldn't wait to paint the green leaves red! But guess what happened? *(Dip yellow brush lightly into the red paint.)* When he painted the leaves, they turned orange! Now, how do you suppose he painted the leaves orange when he only had red, yellow, and blue paint? Jack loved the orange leaves! They reminded him of the chair in his bedroom. *(Ask children to name familiar things that are orange.)* When Jack dipped his brush in the red paint again to paint the leaves, it was red! *(Do this.)* Jack loved red leaves too!

They were as red as the tomatoes Jack enjoyed all summer. *(Ask children to name other red things.)* He painted as many as he could before he had to move on to the next tree.

Now, Jack decided to paint with blue. *(Dip tip of brush in the blue paint.)* But, when Jack painted the leaves on the next tree, they were purple! *(Ask children how they think he got purple, when he only had red, yellow, and blue paint?)*

Jack was confused. He decided to start all over again with the yellow paint. *(Dip brush into the yellow paint.)* This time Jack got brown! Jack liked brown, because it reminded him of footballs and chocolate! *(Ask, "What do you like that is the color brown?")*

Jack was very pleased with all the beautiful leaves he had painted. And, he was delighted when the cold weather came and the leaves went twirling and swirling to the ground. He loved to run through them and rake them up into big piles. He loved playing football and feeling the leaves crunch under his feet! He loved the smell of fall and tasting apple cider! Ever since Jack Frost painted those leaves, fall has become a fun time—just like summer, only different!

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Follow up with an art activity giving children red, yellow, and blue paint. Challenge them to create as many colors as they can! When you put on your thinking cap, so will your children.

NOVEMBER IN FAMILYTLC.NET

TWO'S
Fall: Family Photo Game
3-4'S
Games: Family Photo Puppets
5-7'S
Crafts: A Family Tree
Fall: Thankfulness Grab Bag Game

INFANT CARE: Babies and Feelings**

▲ A baby's social skills start to develop long before she can talk. So do her emotions. Babies quickly come to know emotions and to show them.

▲ A four-month-old baby can tell a happy face when she sees it. And she can tell an angry face when she sees it. She is also aware of a face with no expression.

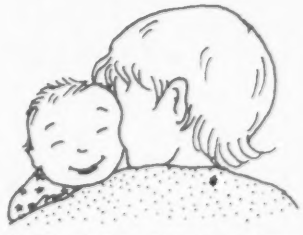
▲ If there is a lot of yelling and screaming around her, the noise and emotion will affect a baby.

▲ Another step in learning social skills is that a baby will show when she is angry or sad. She'll do this when she doesn't get what she wants. Anger and sadness are normal.

Even so, you don't want a baby to have any bad experiences that last a long time. Babies should have far more happy experiences than unhappy ones. Always be sure to comfort a baby quickly. It does more than bring relief. It also builds up the bond between you and the baby.

▲ Babies differ in how social they want to be. Some babies want to be with others most of the time. Other babies want more "alone" time. However, it can be very harmful to a baby to leave her alone too much or ignore her.

▲ You should always respond to a baby's needs. This attention will make her happier. Her ability to think and know is tied to her feelings. Babies who feel good are more alert. They are pay attention better. They learn better. They remember better, too.



▲ Learning about other people starts at an early age. Relating with people also starts early. It is a good start when a baby learns to trust and enjoy those who take care of her.

** adapted from U.S. Department of Agriculture, U.S. Department of Education and U.S. Department of Health and Human Services, Healthy Start, Grow Smart, Washington, D.C., 2002

Ideas Leanne Grace, Gail P. Jones

Art: Debby Dixler, Nina Woldin, Catherine Minor

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CIRCLE TIME PILLOWS

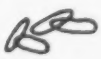
from:
Building on Books
by Kathy Faggella,
Martha A. Hayes,
and Anne H. Leone
(First Teacher Press)

YOU'LL NEED.

large bag(s) of polyester stuffing

1 1/4 yard bright orange fabric

1 yard brown ribbon



elastic bands

brushes

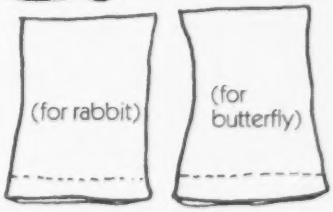
fabric paints

needle and thread

1 yard pink ribbon (1/4 inch)

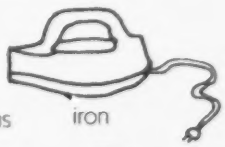
tube sock

buttons



pillow cases

fabric crayons



iron

2 yards brown ribbon

WHAT TO DO:

CIRCLE PUMPKIN

Cut out a 44-inch diameter circle; gather edges; stuff firmly. Use elastic band to seal edges. Wrap the "stem" with brown ribbon and tie tightly.

ribbon tied over elastics.

painted face

ribbon whiskers

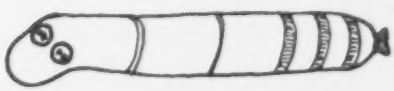
Sew together.

PILLOW CASE RABBIT

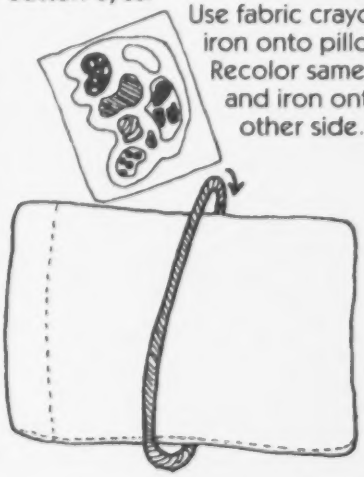
Decorate a pillow case; stuff; tie off "ears" with elastic bands then ribbon. Sew the bottom closed.

SOCK CATERPILLAR

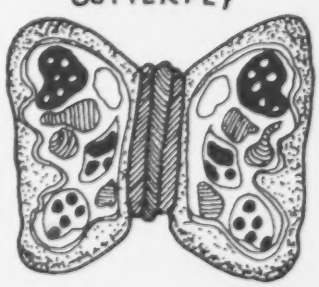
Stuff sock; close with an elastic band. Sew on button eyes.



Use fabric crayons on paper; iron onto pillow case. Recolor same design and iron onto other side.



PILLOWCASE BUTTERFLY



Stuff the decorated pillow case; sew closed, and bind in the center with brown ribbon.

IN THE BOOK CORNER:

- *Caroline Feller Bauer's New Handbook for Storytellers: With Stories, Poems, Magic, and More* by Caroline Feller Bauer, (American Library Association)
- *Play Rhymes (Picture Puffins)* by Marc Tolon Brown (Puffin Books)
- *Read-Aloud Rhymes for the Very Young* by Jack Prelutsky (Knopf)

9 TIPS FOR READING ALOUD AT CIRCLE TIME

1. Offer children chances to make decisions. Be prepared to read one of two books. Show each book to children. Let them vote by raising their hands on which book to have read. OR place each book on one side of the circle area. Children then move their bodies next to the book they would like to hear. Let children count to see which book has more "votes."

2. Play a game to include children. Write the names of favorite books on index cards. Mix cards up in a pile and let a child pull one out. Read the card to what book to read.

3. Capture children's attention. For example, intro duce a butterfly book with an actual butterfly, or a large poster of butterflies of the world, or let children lightly touch the wings of butterflies that have died.

4. Change your circle time performance. Dress up and come in as a "character" some day. Will children know it's you? Use a witch's cackle, a Martian voice, or whisper. Have fun!

5. Set a mood to keep children interested. Are you going to read a book about the sea? Play music of seashore waves. Match background music to books when reading during circle time; for example, Native American flute music can be played quietly while you read *The Legend of Bluebonnet* by Tomie dePaola (Putnam).

6. Plan hands-on activities often. Pass out instruments or noisemakers to make sound effects for favorite stories; for example, small, medium, and large blocks clacked together can represent the smallest, middle, and biggest Billy Goats Gruff.

7. Use props to help children pay attention such as flannelboard stories and big books.

8. Encourage children to join in as much as possible. Stop in the middle of a new story and ask: *"What do you think happens next?"* Make up actions to songs and stories such as *"The Three Bears."*

9. Use puppets or let children take turns retelling the story with puppets or making up their own stories. *(See November 17 newsletter.)*

Ideas: Jeannine Perez, Karen Stephens
Art: Catherine Minor, Debby Dixler, Kathy Faggella
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Everyday TLC TEACHING LEARNING CARING

PARENTS & KIDS TOGETHER

THANKSGIVING RECIPES

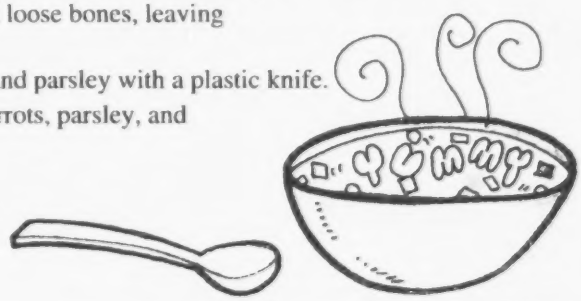
TURKEY ALPHABET SOUP

You and your child can prepare this yummy soup together; then your entire family can play a word game at the table.

You'll Need: turkey bones with a little meat on them ○ large pot ○ 1/2 cup peas ○ 1/2 cup diced carrots ◐ parsley ○ salt and pepper to taste ○ 1 chopped onion ○ 2 to 3 stalks celery, diced ○ 1 to 2 cups cooked alphabet pasta ○ 3 cans chicken broth or water ○ vegetable peeler (ADULT ONLY) ○ knife (ADULT ONLY) ○ measuring cup

What to Do:

1. Fill a large pot 2/3 full with water or chicken broth. Place on the stove and bring to a boil.
2. Add turkey bones. Simmer 1 hour. Remove carcass and loose bones, leaving the broth.
3. Let your child help you chop the onion, celery, carrot, and parsley with a plastic knife.
4. Let your child help add chopped onion, celery, peas, carrots, parsley, and cooked pasta to cooled soup. Salt and pepper to taste.
5. Simmer 30 minutes.
6. Spell simple words as you eat the soup! Ask: *"How many letters do you need to spell your name? Let's count them." "Are they in the soup?"*



TURKEY PUPPET AND SONG

You'll Need: brown construction ○ paper ○ crayons or markers ○ craft or popsicle sticks

What to Do:

1. Help your child trace around his hand on a piece of brown construction paper.
2. Cut out the hand shape.
3. Invite your child to use crayons or markers to color the fingers on the hand shape to look like feathers.
4. Then encourage your child to draw a turkey face on the thumb of the hand shape.
5. Attach a stick handle to complete the hand puppet.
6. Let your child play with his puppet while you sing songs or tell stories about turkeys such as *My Turkey Song* (Tune: *"I'm a Little Teapot"*).

   I have a turkey, big and fat.
   He spreads his wings (fan hands at hip)
   And walks like that. (strut back and forth)
   His daily corn he would not miss, (pretend to eat corn)
   And when he talks, he sounds like this. (gobble, gobble)

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Ideas , Kathy Faggella

Art: Catherine Minor, Nina Woldin, Debby Dixler

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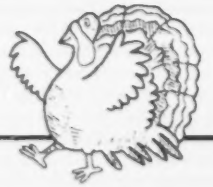
PLANS FOR NOVEMBER



Activity	Week of November 3	Week of November 10	Week of November 17	Week of November 24
Circle Time				
Free Choice				
Learning Centers				
Creative Art Activity				
After-Schoolers				
Prep Work				

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Everyday TLC
TEACHING LEARNING CARING

December 2003

For People Who Care for Young Children

DEVELOPING LISTENING AND THINKING SKILLS DURING THE HOLIDAYS

Remember the old saying, *"Children should be seen and not heard."* NOT TRUE! Today we know that children develop all important language skills they need for success in school and later in life when they talk to as well as listen to adults and friends. It is important for children to be able to:

○ Listen carefully for different reasons such as to get information or for enjoyment.
○ Speak to people for many different reasons.
○ Follow and give simple information and instructions.
○ Ask and answer questions.
○ Speak not too loudly or too softly, too slowly or too fast.
○ Both speak up and listen in conversations and be polite such as taking turns speaking.
○ Use language to express, and describe feelings and ideas.

To help children learn speaking and listening skills, you can:

○ Ask open-ended questions that invite children to give long answers.
○ Present new words to help children develop their vocabularies.
○ Answer questions and let children lead the conversation.
○ Answer children in such a way that they can build their language skills.

Here are some things you can do to help children develop these skills.

○ Encourage children to speak with you and others throughout the day.
○ When reading aloud to children, encourage them to predict what will happen in the story, to comment on the story, and to make connections between the story and their personal experiences.

"What do you think the bears will do when they find Goldilocks asleep in their bed?" "How do you think Goldilocks felt when she woke up?" "What do you do when you are really tired? Can you fall asleep any place?"

○ Play games that show children how important it is to listen carefully. For example: sit in a circle with children. Whisper an instruction to the child on your right; that child whispers to the next child, and so on around the circle. The child on your left follows the instruction whispered to him.
○ Make sure that children have lots of chances to give and follow directions during the day. For example: let children choose whether they would like to hop, skip or walk on tiptoe to the lunch table.

And, gently remind children about the rules of good listening and speaking throughout the day.

** *adapted from US Dept.of Education and US Dept. of Health and Human Services, Early Childhood- Head Start Task Force, Teaching Our Youngest, Washington, DC 2002*

THIS MONTH IN *EVERYDAY TLC*

- ▲ A Place to Pretend
- ▲ Holiday Drama
- ▲ Gifts to Make
- ▲ A Holiday Party for Families
- ▲ Recalling the Past Year and Calendar Learning

NO LEARN-AT-HOME TRAINING THIS MONTH

Learn How to Use *EVERYDAY TLC* Everyday on www.everydaytlc.com/howtouse.html

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Everyday TLC Parents & Kids Together

TEACHING LEARNING CARING

See Parents & Kids Together in Spanish at www.everydaytlc.com

BOOKS TO READ FOR THE HOLIDAYS

- *Marvin's Bext Christmas Ever* by Katherine Paterson (HarperCollins)
- *Wibbly Pig Opens His Presents* by Mick Inkpen (Viking)
- *Queen of Christmas* by Mary Engelbreit (HarperCollins)
- *Yoko's Paper Cranes* by Rosemary Wells (Hyperion)
- *Gaspard and Lisa's Christmas Surprise* by Anne Gutman (Knopf)
- *The Doll's Christmas* by Tasha Tudor (Simon & Schuster)
- *My Two Grandmothers* by Effin Older (Harcourt)
- *Bear Snores On* by Karma Wilson (Margaret K McElderry)
- *Everybody Brings Noodles* by Norah Dooley (carolrhoda)
- *Magda's Piñata Magic / Magda y la piñata mágica* by Becky Chavarria-Chairez (Pinata Books)
- *Twelve Hats for Lena* by Karen Katz (Margaret K McElderry)
- *Happy New Year Everywhere* by Arlene Erlbach (Millbrook)

LISTEN MY CHILD...**

Remember the old saying, *"Children should be seen and not heard."* NOT TRUE! Today we know that children develop all important language skills they need for success in school and later in life when they talk to as well as listen to adults and friends. It is important for YOUR CHILD to:

○ listen carefully for different reasons such as to get information or for fun.

○ speak to people for many different reasons.

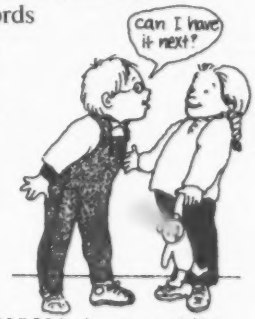
○ Follow directions and give simple information and instructions.

○ Ask and answer questions.

○ Speak not too loudly or too softly, too slowly or too fast.

○ Both speak up and listen in conversations and be polite such as taking turns speaking.

○ Use words to express feelings and ideas.



How can YOU help your child learn to listen and speak well?

○ Ask open-ended questions that invite your child to give long answers.

○ Present new words to help your child develop his vocabulary.

○ Answer questions and let your child lead the conversation.

○ Encourage your child to speak with you all day long.

○ Play games that show your child how important it is to listen carefully. For example: One evening when the whole family is at the dinner table, play Telephone. Whisper an instruction to the person on your right; that person whispers to the next person, and so on around the table. The person on your left follows the instruction whispered to him.

○ Make sure that your child has lots of chances to give and follow directions during the day. For example: let your child choose whether he would like to hop, skip or walk on tiptoe to the kitchen.

And, everyday, gently remind your child about the rules of good listening and speaking.

** *adapted from US Dept.of Education and US Dept. of Health and Human Services, Early Childhood- Head Start Task Force, Teaching Our Youngest, Washington, DC 2002*

DON'T FORGET TO VISIT:
www.familytlc.net
for lots of fun, learning activities to do with your child!

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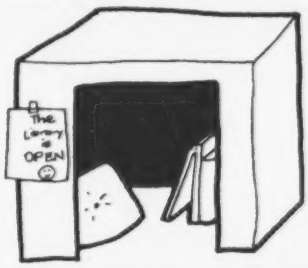
TEACHING LEARNING CARING



Week One
December 1, 2003

For People Who Care for Young Children

A PLACE TO PRETEND

Pretending is an important form of play as well as a learning tool. It can help children learn many things:

- Cooperation
- Social skills
- How to express feelings
- Creativity
- Problem-solving
- Language skills and new vocabulary,

Pretending is a wonderful way for children to practice growing up.

It takes some planning, elbow grease and begging for new materials, but your drama center/ dress-up corner can become alive and exciting and connected to other activities such as circle time and story time. Make dress-up, pretending activities a part of children's free time. You can bring into story time by asking children to "play the story."

COSTUME BOXES AND PROPS

Dress-up materials, which should be changed often, could include:

- purses (Put a few surprises inside.),
- a shower curtain or two,
- skirts with elastic waistband cut short enough that children will not trip over them,
- ribbons or scarves.

Encourage children to use simple props in many ways. For example, a ribbon or scarf can become anything from a sash to an elephant trunk. Ask children to swish it up and down, back and forth, wind it around their right or left hand, then their legs and feet.

Children practice fine motor skills when they zip, button, and snap by themselves. So put plenty of clothes with easy fasteners in the costume box.

PRINTER SCRAPS

Printing companies often have scrap paper to donate to childcare programs and schools. Look in the Yellow Pages for a print shop nearby.

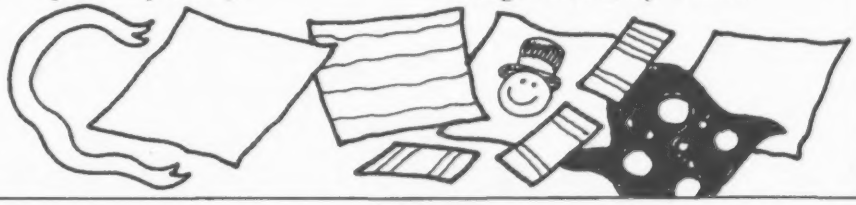
A box of printer scraps is like a treasure chest! The contents are different every time depending on what jobs the printer has been working on. Sometimes you'll get large sheets of paper, sometimes ticket-sized pieces. Children can use the scraps for money, note cards, invitations, tickets, and many other items as they pretend.

SHEETS AND TABLECLOTHS

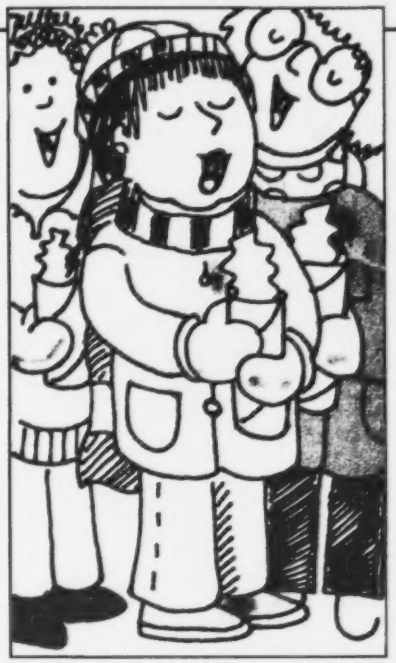
Cover a table with an old sheet or tablecloth. Children love to crawl underneath. This dark, inviting space can be a car, ship, house, or anything else children imagine. Help children make signs to identify the place.

Use this space to encourage children to act out stories such as *Is It Christmas?* by John Prater (Barron's). Add a flashlight, a newspaper, and other props, and this becomes Baby Bear's cave. Children enjoy tracing their feet and cutting out footprints to lead to the cave.

When you look at throwaways with a new "eye," every outing becomes a treasure hunt. You soon discover that some of the best things in life really are free!



HOLIDAY PRETENDING



To help children explore "holiday feelings," set up your dramatic play center in different ways. All it takes is a little rearranging of furniture and a few special props. Children's imaginations and a playful adult are all that are needed to set the dramatic play in motion.

THINKING OF OTHERS

Many people complain that the winter holidays cause children to become greedy and selfish. To balance the holiday "Gimme's," try letting children explore the good feelings that come from thinking of others. Here is an idea to get you started.

● **Food Drive Center** Choose an area with storage shelves, paper grocery bags, toy food, and EMPTY, CLEAN food cans with no jagged edges. With children, create posters advertising the Food Drive Center. Put out art materials so children can decorate the delivery bags with holiday colors and designs. Children may also want to create holiday notes to put in the bags of food.

Turn this into a REAL Food Drive by sending home notes asking for contributions of canned foods. Then children can bag the contributions in decorated sacks.

TOY STORE

Part of the fun of the winter holidays is wondering what gifts we will give and receive. To help children make sense of all the excitement surrounding gift exchanges, set up a toy store and gift wrapping table. For gift selection, put toys on shelves children can reach. Put out shopping bags, paper, ribbon, tape, and children's safety scissors. Let children take turns "buying" for others as well as "receiving gifts" from their friends.

SANTA STATION

Many parents are very disappointed at holiday time when their children are more scared than delighted at meeting Santa Claus. Eleven months out of the year, we tell children NOT to talk to strangers and to loudly say "NO" to a stranger who invites them on his lap. How are children supposed to understand that in December, Santa is an exception to the rule? Large persons with fake hair and beards should be scary to kids!

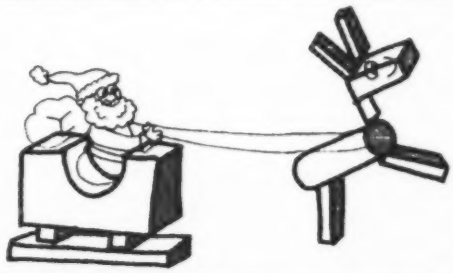
Set up a Santa Station to help children explore and slowly learn to understand the fun that is all part of Santa. To set the stage, buy at least four Santa hats at a discount store. You can make beards using fur fabric or gluing cotton balls on construction paper or fabric. To the sides of the beards, attach ear loops of yarn or string so children can comfortably wear the beards. All you need is a large chair and a pretend or old broken camera on a tripod to prepare children for the experience of "talking" with Santa. Be sure to have some children be "parents," some children be themselves, and some children be Santa. As children play out the role of parent, you will learn a lot.

CAROLING

Music is part of all the winter holidays. And caroling is a great way to express joy and happiness! Collect songs from many different cultures and holidays. If you have a multi-lingual parent who is willing, he or she can teach children to sing the songs in different languages! Once they learn some songs, set up an area to encourage caroling. Offer any of the following: old song books, a toy or real piano (other instruments will work too), hats, scarves, mittens, and plastic mugs for pretend tea, wassail, or cocoa. Children can pretend to carry candles while caroling if you give them empty toilet paper tubes that they have decorated. Stuff a square of golden or yellow tissue paper into one end of the cardboard tube so it looks like the flame of a candle.

Children can carol inside for family members when they are picked up or walk to other homes to sing. Don't think caroling is only for Christmas! It also works for Hanukkah, Kwanzaa, the first snowfall of the year, or for the last flock of geese that have flown south.

Everyday TLC
TEACHING LEARNING CARING



Week Two
December 8, 2003

For People Who Care for Young Children

'TWAS THE MONTH OF HOLIDAYS...

Creative dramatics makes everyone feel successful. Children can express their feelings and ideas through play acting. Even the shyest child can be encouraged to join in and express herself. The Christmas treetop "star" has no speech to say; her sparkle and glitter say it all! The self-esteem of the star's human actor goes up as she feels like a member of the acting group.

Choose a holiday story your children really enjoy. Read it to them several times. Encourage children to join in by just introducing a speaking part (for example: *"The elf said,..."*).

Allow one or several children to speak for the character. Some children will repeat the part, word for word, by memory. Others will feel free enough to use their own words. Read the story again and add several more characters. Each time the story is acted out, let children choose parts.

Later, you may begin to assign a character's part to a single child or a small group of children. Shorten your role each time to encourage children to take greater parts.

To get them into their roles, ask children questions such as these.

▲ *"How is the character like you?"*

△ *"Would you like to have him for a friend?"*

△ *"How would his voice sound to you?"*

△ *"What would the character be doing while he is talking?"*

△ *"How should he move?"*

Children will ask to act out the story again and again. At this point, they may want to share it with another group of children or even an informal group of parents. The presentation will be a simple retelling of the story. It may be repeated for the same audience using different actors. This could well be the final step in your group's holiday performance.

If the group still wants to act out this story, you will want to introduce props. The simpler the props, the better the performance. Watch children in their everyday play to see which items they use to be the baby, the crib, the table, the dog food, the good guy, or bad guy.

Creative children know anything can be anything. Encourage your actors to look around the room for things to be the Hanukkah candles or the Kwanza *mkeka* (straw mat). Some children may wish to create backgrounds. Put out the materials and encourage teamwork.

When the group has gone this far with one story, they usually are ready to do some problem-solving. Suggest a simple change in the story. How would the story be different if Rudolph was a pot-bellied pig instead of a reindeer? Nine candles on the menorah celebrate the miracle of how a small amount of oil was kept burning for eight days. How can you stretch the miracle to make the oil last ten days? How might the Grinch steal Kwanza?

'TWAS THE NIGHT BEFORE CHRISTMAS

"'Twas the Night Before Christmas" is a perfect holiday story for children to act out. First, read the story through several times with them. Next, as the story is being read, invite a different child to help act out each line. When no props are available, encourage children to use their faces and bodies to show the action. Sometimes offer props, and other times challenge children to find or invent their own sound effects and props from whatever is around them. A piece of soft fabric could become a mouse; clatter might be created using cymbals or toy pans; and eight tiny reindeer could be made out of clay.

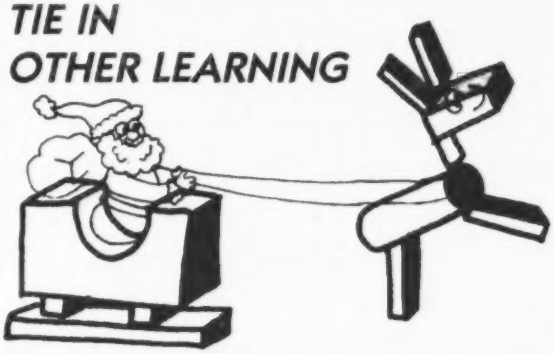
After several more readings of the same story using different versions of its dramatization, children begin to know what word is coming next. Now is the time to take out key words, and let children fill in the blanks as they act out the missing words. (*"'Twas the night before Christmas, when all through the _____."*) With a group of children who really know every word, read the story again, and let children shout out the right word every time you make a "mistake." (*"'Twas the morning..."*).

Finally, invite children to help you re-word the whole story. In this way, they're building new vocabulary.

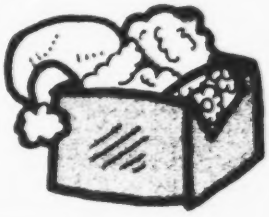
- Use words that mean the same thing (*"It was the evening before Noel..."*).
- Try words that mean the opposite thing (*"It wasn't the morning after Easter..."*)
- Introduce new ideas (*"'Twas the day to give presents..."*).

Invite children to act out their newly created version of the old story.

TIE IN OTHER LEARNING

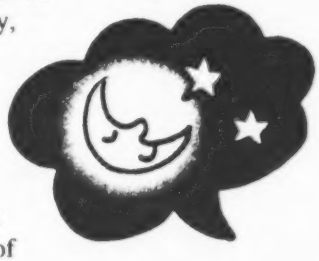


● **Costume Box** Put out a box of handmade props for "'Twas the Night Before Christmas" (kerchiefs, nightcaps, stockings, Santa's beard and sack) and children will act out the story on their own.



● **Art** With children, make up collages to represent pictures of new words and phrases such as *glee, pout, luster of midday, foggy, coal, and old silk hat.*

● **Building with Blocks** Challenge children to use the block area to create props for acting out stories. Children might use blocks to build a sleigh, a fireplace, a chimney, a mantle, or even a holiday tree.



● **Listening Skills** Tape record "'Twas the Night Before Christmas" and some of children's other favorite holiday stories and songs using the ideas we suggest. Then allow children to listen on their own—you'll have children shouting, *"No! Not morning! 'Twas the NIGHT before Christmas!"*

● **Math** Combine a tape recording of some of the songs with number-related activities. Ask questions so children can listen for the answers:

△ *"How many reindeer pull Santa's sleigh?"*
△ *"How many turtle doves are in the song about the twelve days of Christmas?"*
△ *"What were Frosty's two eyes made out of?"*
△ *"How many times does Santa check his list?"*

Everyday TLC
TEACHING LEARNING CARING

Week Three
December 15, 2003

For People Who Care for Young Children

THE GIFT OF GIVING

Children are naturally generous. Can you recall the look on the face of a child who hands you a special handmade card or gift? Do you remember the gleam in the child's eyes, the voice full of laughter, the little body hopping up and down waiting for you to open his gift? These things remind us how much children enjoy giving to others. It helps them feel good about themselves! What better way to support these good feelings than by creating a "Giving Center" for your program? And making gifts is a great way to help children learn to follow directions.

Begin by asking children questions that challenge them to think about the words *give* and *thank*. For example:

- *"What does it mean to give something?"*
- *"What are some of the things you can give?"*
- *"What makes it fun to give gifts?"*
- *"What are some ways you can thank people?"*

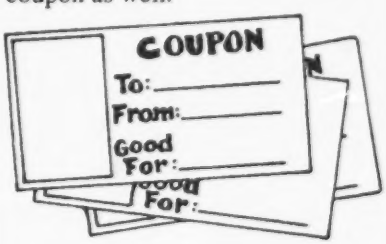
Accept all ideas. Help children understand that a "gift" doesn't always have to be a "thing."

The benefits of the Giving Center become clear when a child arrives one morning to tell you that someone special "needs" a gift from the Center. Maybe the person is ill, just became a parent, is having a birthday, is getting married, or just was saddened by the death of a pet. That child has truly come to understand that what you do for others—MATTERS! Children not only come to realize how much fun thoughtfulness can be, but they feel good when other people appreciate what they did.

ACTIVITIES

Here are a few ideas that will help you bring the Giving Center to life!

- **Hug Coupons** These coupons encourage children to give of themselves to loved ones. The "Hug Coupons" give children a way to give a hug or a kiss, help with chores, a big smile, a back rub, ten minutes of quiet time, or anything else they feel might make their special person feel good! The child can draw a picture for the person on the coupon as well.



- **Good Deed Contracts** Have a "conference" with each child who wants to do a "good deed" for someone special. Write down what good deed the child has decided to do (put his dinner dishes in the sink after his next meal, share a favorite toy with a sister or brother for a day). Invite the child to "sign" the contract. Children may need to practice some good deeds before they can be carried out (such as learning to set the table). "The Shoemaker and the Elves" is a great story to help children understand the value of good deeds.
- **Homemade Books** There's nothing like a child-made book! These treasures can become lifelong keepsakes. The book could be a story the child has told and illustrated. OR you could help the child choose a theme (or title) for his book, then offer him ways to bring the theme to life. One page could be a collage; one could be a watercolor; another a string drawing; and another done with stamp pads and stamps. Make the pages flow together by using the theme to ask the child questions about his book. For example, in a book about "Favorites," the child could tell about his favorite part of each page!

TURN THE PAGE FOR MORE PROJECTS WITH DIRECTIONS CHILDREN CAN FOLLOW!

GIFTS TO MAKE IN THE GIVING CENTER

Prepare simple projects that children of different ages can do and give as holiday gifts in the Giving Center.

HOLIDAY PLACE MATS

You'll Need: clear contact paper ◆ old greeting cards ◆ ribbon ◆ holiday wrapping paper ◆ tinsel ◆ masking tape

What to Do:

1. Tape a rectangular place mat-sized piece of clear contact paper, sticky side up, to a low table with masking tape.
2. Invite a child to help you make a place mat. Let him tear or cut up colorful wrapping paper and greeting cards. Use this idea for Christmas, Hanukkah, and Kwanzaa. Young children love to make things stick.
3. Encourage him to put the pieces on the sticky paper.
4. Let him add ribbon and tinsel wherever he wishes.
5. When the child is finished, cover with another piece of contact paper.

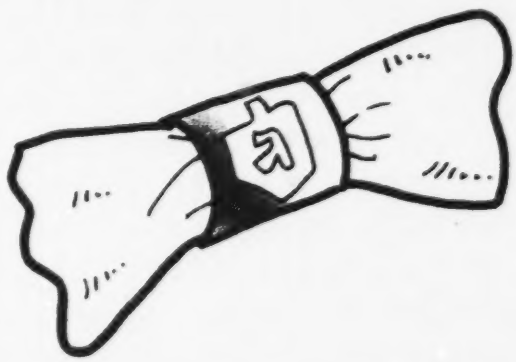
OLDER CHILDREN can make place mats for each family member, complete with names or initials.

HOLIDAY MAGNET

You'll Need: frozen juice can lid ◆ glue ◆ colored tissue paper ◆ magnetic strip ◆ wrapping paper

What to Do:

1. Place a frozen juice can lid in front of the child and help him squeeze glue onto the lid surface.
2. Invite him to tear the tissue paper into small pieces and place them on the glued area, or he can tear pieces of colorful holiday gift wrap and glue this to the disk.
3. Encourage the child to overlap the pieces and add more glue if it is needed.
4. When the disk is dry, help him to attach a magnetic strip to the back.



HOLIDAY NAPKIN RINGS

You'll Need: cardboard toilet paper or towel rolls ◆ tissue paper ◆ stickers or cutout pictures ◆ tape or glue ◆ scissors ◆ ribbon ◆ tinsel ◆ paper napkins

What to Do:

1. Cut cardboard rolls into 2-inch rings.
2. Show children how to wrap tissue paper around each one.
2. Invite children to decorate the rings with stickers, cutout pictures, ribbon or tinsel.
3. Let children place one paper napkin into each ring.

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Everyday TLC
TEACHING LEARNING CARING

Week Four
December 22, 2003

For People Who Care for Young Children

A FAMILY HOLIDAY CELEBRATION

A Family Holiday Celebration is a wonderful way to affirm the importance of families..

The winter holidays give us a chance to celebrate the families of your children. This gives us a chance to talk about the many types of families: single parent, two parent, one child, many children. We can talk with children about the ways their families celebrate holidays—Christmas, Kwanzaa, or Hanukkah. A Family Holiday Celebration is a wonderful way to highlight the importance of families and to let families get involved in your program.

The format is short and simple. The total time needed is about one hour which includes a welcoming activity, about one half hour for songs and stories and twenty minutes for refreshments. To prepare, each family is asked to bring one dozen cookies or other family treat and some bells to ring.

WELCOMING ACTIVITIES

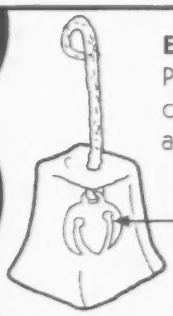
○ As families arrive, give them small pieces of paper, each marked with one letter of the alphabet. Parents and children can work together to draw a small item beginning with that letter on the paper and place it inside a gift box. This activity will keep early arrivals busy until you are ready to begin.

○ Parents and children can all make bells to use later at the party.

○ Gather the group into a large circle. Everyone may sit on the floor or you may wish to set up a circle of chairs. You can use a short fingerplay to settle everyone down and make them feel welcome.

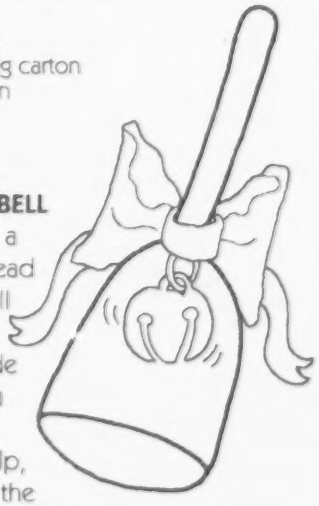
Shhh—be quiet and listen to the snow
(index finger to mouth, then cup hand to ear)
It's softly falling down you know
(wiggle fingers down)
Shhh—be quiet, then blink your eyes
(index finger to mouth, then blink)
While white flakes flutter from the skies.
(wiggle fingers down)

MAKE BELLS



EGG CARTON BELL
Poke a hole in the top of an egg carton section. Put in a pipe cleaner and attach a jingle bell.

Inside the egg carton section



PLASTIC WINE GLASS BELL
Remove the base from a plastic wine glass. Thread yarn through a jingle bell and make a loop. Knot and tape bell inside the plastic glass. Add a bow to the stem of the glass. OR with adult help, have children decorate the wine glass with paint markers.

HOLIDAY FUN AND LEARNING

After welcoming everyone, you can play some games that help children develop important language skills. Perhaps parents will try these games at home.

▲ **Santa's Pack** Use an empty laundry sack. Create some magic by pretending this is Santa's pack, and asking children to imagine that it is full of gifts they would love to have. Take turns inviting children to tell what would be in the pack for them. OR suggest that children imagine something that might be in the pack for a friend or family member. OR children can describe a gift to everyone so they can guess what it might be.

▲ **Pack the Sack** Depending on your group, ask parents to shop with their children for one new gift for another child (set a price limit) or make a gift, and "pack the sack." Donate the full sack of gifts to an organization for the needy!

▲ **Toy Basket** Played like "Fruit Basket," everyone in the circle chooses to be one of several kinds of toys (dolls, trucks, art supplies, books, puzzles). One child calls out a kind of toy, and all children of that kind of toy switch places in the circle.

▲ **Dashing Games** What does "dashing through the snow" look like? Have children form small teams, and have "dashing" games (use any kind of relay race). Tell children to make their "best dash" with everyone ending up a winner!

▲ **Song Variations** Invite your group to get out the bells they have made. You should have extras for anyone who arrived late. Begin with a simple song such as this one (Tune: "Mary Had a Little Lamb").

Holiday time now is here,
Now is here, now is here.
Holiday time now is here,
Let's all give a cheer!

Ring the bells, it's holiday time
Holiday time, Holiday time.
Ring the bells, it's holiday time
let's all give a cheer!

Continue with:
Clap your hands...
Shake those bells...
Wave to friends...
Hug someone...

▲ Use the bells again to sing "Jingle Bells" and then ask everyone to put their bells away. You can continue the singing with one or more of the following or use your own favorites.

▲ Try singing this song together: **Eight Little Candles** (Tune: "Twinkle, Twinkle, Little Star")

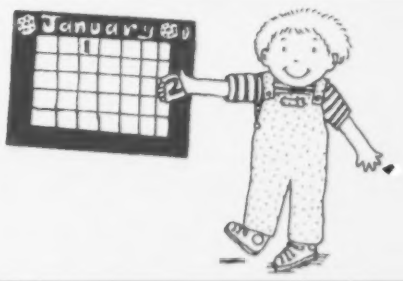
Eight little candles in a row,
Waiting to join the holiday glow.
We will light them one by one
Until all eight have joined the fun.
Eight little candles burning bright,
Filling the world with holiday light.

MORE FUN

After singing, everyone should be ready to listen to another short story, folk tale, or tradition. For instance, you might want to hold a menorah and explain the story behind the lighting of the eight candles.

Then you can pass around the gift box from the opening activity and each child can choose one paper from the box. Alone or with a parent's help, the child can name the letter and the item drawn so each person will go home with a little something.

Everyday TLC
TEACHING LEARNING CARING



Week Five
December 29, 2003

For People Who Care for Young Children

THE END OF THE YEAR—AND THE BEGINNING

The last of the Christmas presents have been opened, the holiday decorations taken down, and now everyone is ready for the new year. Explaining just what a new year is or what time is to very young children can be a challenge. With the year ending—and beginning—this week, it might be a good time to try something new. Instead of New Year's bells and resolutions, set the stage by beginning where the children are: in the present.

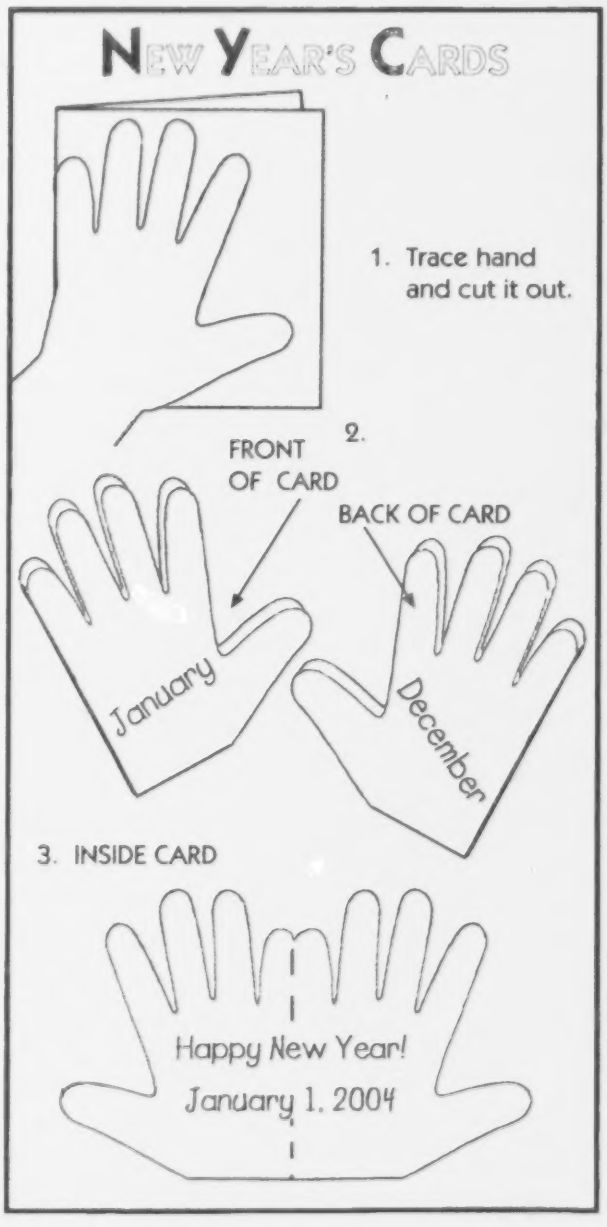
THE MONTHS OF THE YEAR

During your morning circle time, take a calendar and tear the months apart. Place them in a circle on the floor. Name each month and talk about something about that month as a reminder. You might think of snow and icicles in January; February reminds children of hearts; and March is the month of green four-leaf clovers. Continue in this way until you and the children have gone through the months. Put the months back together in a pile to represent a year. Now place December 2003 next to January 2004.

Invite a child to place one hand on December and the other on January. The December hand is the old year; the January hand is the new year.

NEW YEAR'S CARDS

Your children will enjoy giving these special cards to their parents. Fold a piece of construction paper in half and trace each child's left hand with the little finger next to the fold. Cut out the hand. With the paper hand card still folded, print "January" on the front. Turn the hand over and print "December" on the back. Open the card flat and print "Happy New Year" and the date inside. The children may decorate their card with crayons or markers. This two-sided card represents an old custom of the Roman god, Janus (Latin for January) looking back to the old year and ahead to the new year.



RECALLING THE YEAR

WHAT CAN YOU DO NOW?

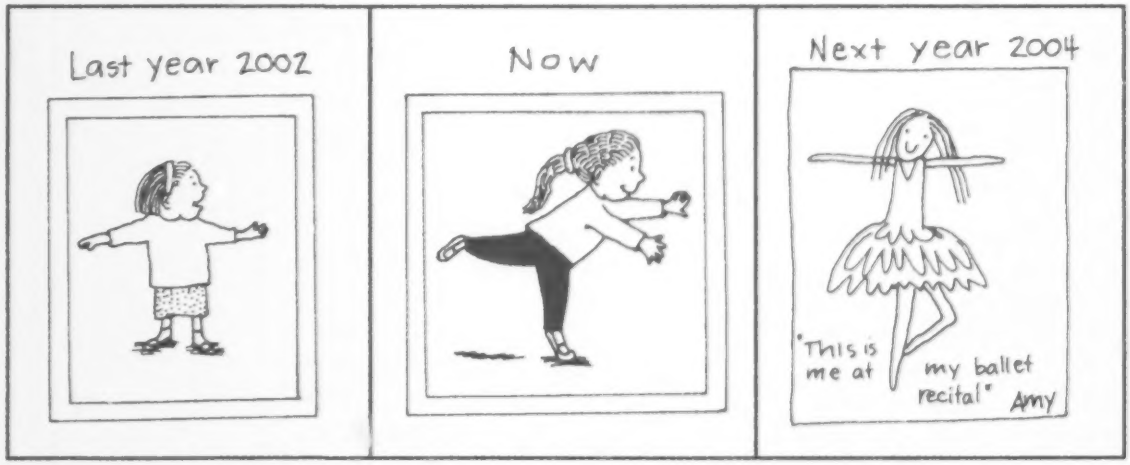
Ask parents to send in baby pictures of their children. What could children do when they were that small? Not much. Perhaps they could just eat, sleep, and crawl a little.

But what can they do NOW? Discuss all the wonderful things your children are able to do. They can run, bounce balls, hop, jump, eat by themselves, and so much more. See how they have grown!

LOOK AT ME!

Now gather some pictures you have taken of children at play during the past year. Ask parents to send in some photos also. At circle time, invite children to recall when these pictures were taken. If they cannot, ask questions to guide them. "What are you doing in this picture?" "Where are you? Inside? Outside?" "Does it look like you are having fun?" "Who else is in the picture with you?" Let children each choose a few favorite picture. Mount these on construction paper. Write the child's description of the picture below it.

Create a special bulletin board. Divide the space into three columns. Label the first column LAST YEAR 2003, the second, NOW and the NEXT YEAR 2004. Post the pictures and their descriptions under the first column. Take some photos of children, and post them under NOW. This column will show pictures of the children as they are today. Encourage children to think about what they would like to learn or do next year. Invite them to draw pictures of themselves and/or cut pictures from magazines to tell about what they hope will happen. Place these in the NEXT YEAR column.



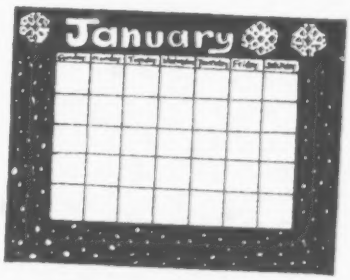
When you change the bulletin board, you can make books for each child with baby photos, recent ones, and pictures children have made to tell what they think will happen in the future. Be sure to have each child "read" her book to the group at circle time.

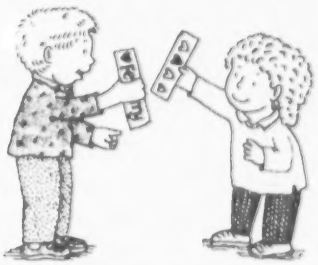
CALENDAR LEARNING

EASY-TO-CHANGE CALENDAR

On a large piece of cardboard or posterboard, draw spaces for 31 days, leaving a five-inch border on all four sides. Cut out four five-inch border strips for each month and attach these to the calendar using Velcro strips or squares. January's border might be decorated with white spatter paint to look like snow. Placing white paper-cut snowflakes on top makes an interesting border. Use Velcro strips to attach the name of the month to the calendar. Velcro makes calendar changes quick and easy. Children will enjoy brainstorming decorative changes each month.

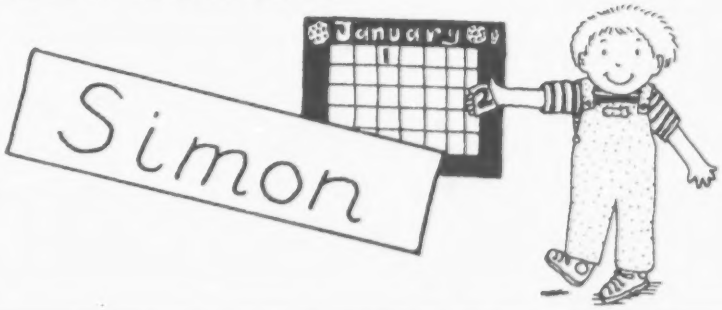
Write the names of the days of the week under the border and over the 31 squares. Attach Velcro squares in each square on the calendar. Cut out 31 small cardboard squares and write a number in each one. Attach Velcro to the back of each of these number cards.





YOUR NEW CALENDAR

Begin each day by choosing a calendar person. Print children's names on cards. The child whose name is on the card you hold up is the calendar person for the day. This child places the number of the day on the calendar in its special place.



FIVE-DAY WEATHER WATCH

Place five four-inch squares of cardboard next to your calendar. Print Monday through Friday on these squares. Draw five suns, five clouds, five rain pictures and five snow pictures on three-inch squares. Invite the calendar person to look out the window to see what the weather is today. That child places the appropriate symbol on the weather square under the day. Look at the strips to see if you can find a weather pattern forming. Can children predict tomorrow's weather by observing the weather of the past few days? Are the days becoming colder? Are the days becoming warmer? What season is it? These are some questions you might ask to help children become more aware of the passing of time.

Monday	Tuesday	Wednesday	Thursday	Friday
Sunny	Cloudy			

IN THE BOOK CORNER:

- *Twelve Hats for Lena* by Karen Katz (Margaret K McElderry)
- *Happy New Year Everywhere* by Arlene Erlbach (Millbrook)
- *My Love for You All Year Round* by Susan L. Roth ((Dial)
- *Dear Rebecca, Winter is Here* by Jean Craighead George (Harper Collins)
- *On the Day You Were Born* by Debra Frasier (Harcourt Brace)

INFANT CARE:
A Baby's Developing Brain **

Each brain, like each child, is unique. Here are some things you should know about a baby's development:

- The brain grows fastest in the first three years of life.
- It's hard to describe how a child's brain develops. It depends on traits that come from the parents. It also depends on the child's experiences. You play an important role in helping to shape that part of the brain that depends on experience.
- Babies cannot see well when they are born. At four months, a baby's vision has improved. From then on, she may show interest in objects all the way across the room. Show a baby bright and colorful objects. Move them slowly to help her stay interested in them.
- A baby's hearing develops early. So talk to the baby often. A baby can remember patterns of sounds. She can remember the sounds of a story that you read over and over. She can also remember the sounds of a song. So tell her a rhyme over and over for several days. Read her a story over and over for several days. Or sing the same song for several days with a baby. Watch how she responds.
- If you talk to a baby often, it will help her learn to use sounds. The baby may make sounds such as "ba," "ma" and "ga." Sometimes adults think these sounds mean more than they do. Wait. Soon the baby will attach a meaning to the sounds she makes.
- A baby's memory is active, even though a baby's memories don't usually last a long time.
- Being in a safe and loving place helps a baby to learn. Toys bought in stores are not needed. Playing with pots and pans can be just as much fun. Playing with simple things is just as good for a baby's development.
- When you take a baby to new places, the baby will want to reach for new objects that she sees. She is not trying to misbehave. Plan ahead and bring a favorite toy when you go out with her.
- Touching the baby can help to quiet her —or it can excite her. It depends on how you do it. Massaging the baby gently can help her relax.
- A baby learns more when you respond to her needs.
- Praising a baby's good behavior is good for both of you. Show her that you like the way she is acting. This will help her do more things you like.

** adapted from U.S. Department of Agriculture, U.S. Department of Education and U.S. Department of Health and Human Services, Healthy Start, Grow Smart, Washington, D.C., 2002

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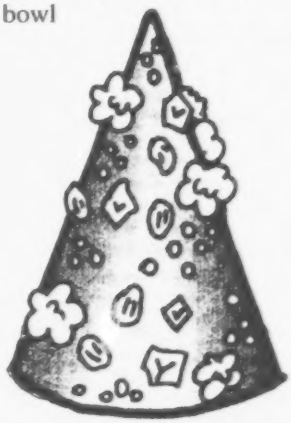
Sweet Holidays

CHRISTMAS ICE CREAM CONE TREE

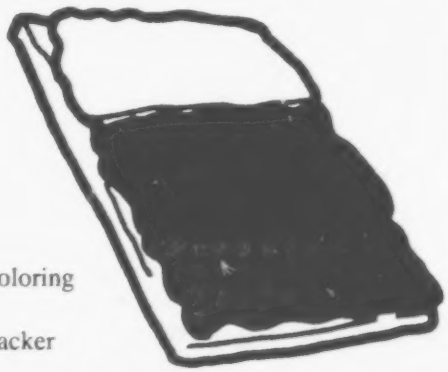
You'll Need (for each cone tree): cone-shaped ice cream cone ○ 1/2 cup margarine ○ 2 cups confectioner's sugar ○ 2 tsp. milk ○ green food coloring (or blue and yellow) ○ trims such as raisins, dried fruits, popcorn, tiny candy sprinkles ○ a small plate ○ measuring cup and spoons ○ bowl ○ spoon



What to Do:

1. Invite children to help you measure and combine sugar, margarine, and milk in a bowl.
2. Blend well.
3. Let children add a few drops of food coloring to tint the frosting green.
4. Place each cone upside down on the plate.
5. Invite children to cover the cones with green frosting.
6. Ask children which foods they would like to use to decorate the cone "trees." Then encourage them to decorate the frosted cones.
7. Allow the cones to harden and use them as centerpieces at your party. You can enjoy looking at them for a while, AND then gobble them up!

COLORFUL KWANZAA COOKIES



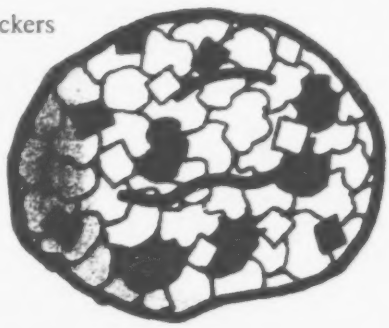
You'll Need: graham crackers ○ vanilla frosting or cream cheese ○ food coloring; red, blue, green, yellow ○ plastic knife ○ bowls ○ spoon

What to Do:

1. Divide the white frosting into three bowls.
2. Help children add red food coloring to one and green to another.
3. Using a spoon, let them combine red, green, blue, and yellow food coloring to make black in the third bowl.
4. Show children how to spread a stripe of each color on the graham cracker with the plastic knife to make a flag. The red stripe goes on top, the black in the middle, and the green at the bottom.

CACFP Credit = bread/alternate for snack only

HANUKKAH FRUIT AND HONEY BALLS



You'll Need: 1 cup raisins ○ 1 cup chopped dates ○ 10 whole graham crackers ○ plastic bag ○ rolling pin ○ 1/4 cup honey ○ bowl ○ fork ○ spoon

What to Do:

1. Help children place the graham crackers in a plastic bag and crush them with a rolling pin.
2. Let them place all the ingredients in a bowl and mix well with a fork.
3. Show children how to take a full teaspoonful of the mixture and roll tightly into a ball.
4. Continue until all the mixture is used.

CACFP Credit = fruit/vegetable & bread/alternate for snack only

BOOK CORNER: IN THE

- *The Doll's Christmas* by Tasha Tudor (Simon & Schuster)
- *My Two Grandmothers* by Effin Older (Harcourt)
- *Bear Snores On* by Karma Wilson (Margaret K McElderry)
- *Everybody Brings Noodles* by Norah Dooley (Carolrhoda)
- *Magda's Piñata Magic / Magda y la piñata mágica* by Becky Chavarria-Chairez (Piñata Books)

INFANT CARE: Family Involvement**

Many people play an important role in a baby's life–mothers, fathers, grandparents, friends, other relatives—and of course you, the caregiver. A baby needs to spend time with both her mom and her dad. But it is also important that the baby spend time with other loving adults.

Gentle adults help a baby feel safe and secure. They can feed her or give her a bath. These adults can change her diaper or rock her to sleep. They can do many things with a baby. Caregivers can play a vital role in showing the baby that the world can be a safe and caring place.

You can assure parents that other loving adults are good for their baby. They can take her for a walk or read her a story. They can get down on the floor to play with her. They can help her learn something important. She can learn to trust people and understand them.

GRANDPARENTS

Invite grandparents to events such as Family Holiday Celebrations. Encourage parents to talk to their baby's grandparents. Together, they can find things for grandparents to do with their baby that everyone will enjoy. Grandparents may play games with the baby. They may bring safe toys that will help her learn.

For example, soft toys and balls that make noise are great for babies, six-month-old and older. Baby books that have bright colors and different textures for her to feel will help a baby to learn.

Grandparents and other adults can:

- help teach a baby to talk by imitating the sounds she makes.
- help feed the baby.
- read stories to her.
- tell her nursery rhymes that will help her learn to talk.

Use your Holiday Party to encourage family members to spend "quality time" with their babies. Show them that it is never to soon to start their baby on the road to success in school and in life!

*** adapted from U.S. Department of Agriculture, U.S. Department of Education and U.S. Department of Health and Human Services, Healthy Start, Grow Smart, Washington, D.C., 2002*

Ideas: Susan M. Root

Art: Debby Dixler, Nina Woldin, Catherine Minor

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GIFTS FROM THE KITCHEN

APPLE JELLY GIFT SNACK

You'll Need: 4 cups apple juice ○ 3 1/2 cups sugar ○ 1 box powdered fruit pectin ○ store-bought jelly jars or baby food jars ○ about 1 yard of fabric ○ paper and marker for gift cards (optional) ○ elastic bands ○ mixing spoon ○ measuring cups and spoons ○ timer, clock or watch ○ saucepan

What to Do:

1. Together with children, rinse the jars in hot water. Let them dry.
2. Combine apple juice and 1/4 cup of sugar in a saucepan.
3. Help him gradually add the pectin and stir.
4. Cook on low heat for a few minutes until blended.
5. Set the mixture aside for 30 minutes. Let him stir it often.
6. After the 30 minutes, stir in the remaining 3 cups of sugar a little at a time.
7. With children, pour the mixture into jars and cover at once with lids.
8. Let the jellies stand at room temperature overnight, then store them in the refrigerator.
9. To dress up the jelly jars, you and your child may wish to make your own fabric lids.
10. Cut a 5-inch circle from a piece of fabric.
11. Place the fabric over the lid and secure it with a rubber band.
12. Make a lid cover for each jelly jar.

HOLIDAY SPICE BAG

You'll Need: orange rinds ○ vegetable peeler ○ 5-inch square cheesecloth ○ cinnamon sticks ○ cloves ○ ribbon

What to Do:

1. Help children peel the rinds of oranges, making the peel as long as possible.
2. Invite them to gather rinds in a piece of cheesecloth and add a few whole cloves and sticks of cinnamon.
3. Help them tie the ends of the cheesecloth with the ribbon.
4. Encourage children to make a few spice bags and to give them as gifts.

DRIED FRUIT WREATH

You'll Need: dried fruits: figs, apples, prunes, pitted dates, apricots, and pineapples ○ 18 to 20-gauge steel wire (10 to 12 inches for each wreath) ○ 6 inches of ribbon ○ tissue wrapping paper ○ wire cutter

What to Do:

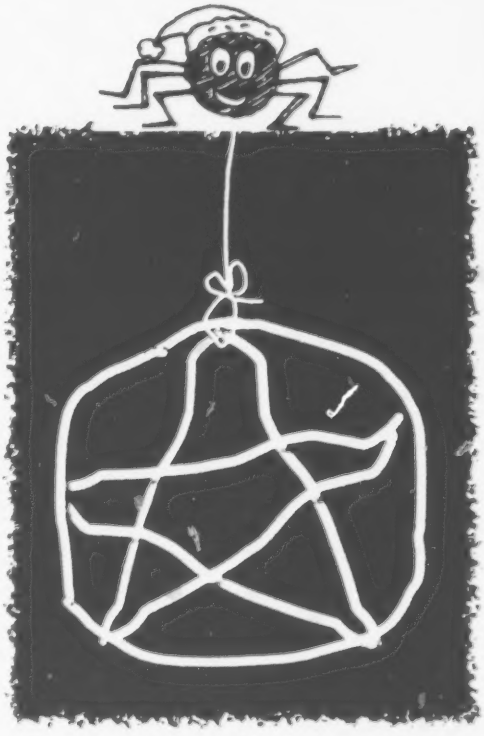
1. Talk together about the ways you could string the fruit to create different patterns.
2. Invite children to string the dried fruits on the wire in any pattern they choose.
3. Twist the ends of the wreath wire together.
4. Use the ribbon to tie a bow to cover the rough ends of the wire.
5. You might hang an ornament or holiday cookie from the bow.

IN THE BOOK CORNER:

- *Marvin's Bext Christmas Ever* by Katherine Paterson (HarperCollins)
- *Wibbly Pig Opens His Presents* by Mick Inkpen (Viking)
- *Queen of Christmas* by Mary Engelbreit (HarperCollins)
- *Yoko's Paper Cranes* by Rosemary Wells (Hyperion)
- *Gaspard and Lisa's Christmas Surprise* by Anne Gutman (Knopf)

AFTER-SCHOOLER IDEAS: Delightful Decorations

COB WEB DECORATIONS



Make spider webs to decorate a tree or holiday window. These lacy webs are Old World decorations.

You'll Need: white yarn or string ◇ white glue (with a few drops of water added to make it a bit runny) ◇ waxed paper ◇ flat dish, plastic lid or pie pan ◇ pencil ◇ optional: sequins or glitter

What to Do:

1. Help children put glue in a wide flat dish.
2. Show them how to cut yarn or string into 8-inch lengths.
3. Encourage them to dip strings, one at a time, into glue, covering them completely.
4. Invite children to place string pieces on waxed paper in a star design. (If you need to, draw a star outline on the waxed paper first with pencil.)
5. Show them how to dip one 18-inch piece of string into the glue and then wind it around the star-shaped pieces, touching at the points.
6. If they wish, children can sprinkle string with sequins or glitter while the glue is wet.
7. Let dry overnight. Then children can peel off the waxed paper and add a piece of string to hang the cobweb.

SANTA STAR

You'll Need: paint brush ◆ paper punch ◆ cardboard ◆ pencil or pen ◆ star-shaped cookie cutter, if possible ◆ red paint ◆ paint container ◆ black felt ◆ paste or glue ◆ yarn or string ◆ cotton balls ◆ markers

What to Do:

1. Let children draw and cut a star shape from cardboard.
2. Invite them to paint pants and a hat on three of the star's points.
3. Let them pull apart cotton to make a beard and trim for the hat. Glue it on.
4. Invite them to add features to Santa's face with markers.
5. Help them punch a hole at the top of the star and insert yarn or string for hanging.

Ideas: Sherry Burrell, Kathy Faggella

Art: Debby Dixler, Catherine Minor, Nina Woldin

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Props to Make for Holiday Play Acting

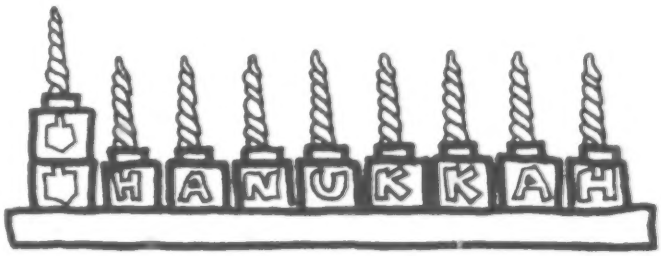
Menorah Made from Blocks

Hanukkah is the Jewish holiday called the "festival of lights". The celebration lasts for eight days and commemorates the rededication of the Temple of Jerusalem by *Judas Maccabee*. According to tradition, he miraculously found a small amount of lighting oil needed to light the eternal light. The oil was only supposed to last one day, however it burned for eight days. To celebrate this occasion today, the menorah, a nine-branched candelabra is lit, one candle the first night, two candles the second night and so on for an eight day period. The ninth branch holds the *Shamash*, which is used to light the other candles. You can use wooden blocks to make a special Hanukkah menorah.

You'll Need: 10 lettered blocks, (8 to spell out Hanukkah and two for the *Shamash*) △ piece of wood for the base △ wood glue △ pre-made candle bases (available in hardware or craft stores) △ blue paint △ gold paint △ paint brushes △ 9 Hanukkah candles △ aluminum foil

What to Do:

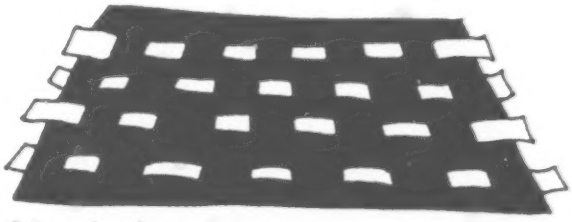
1. With your children, think of how you would like to arrange the blocks. If you use lettered blocks, you may wish to spell the word Hanukkah.
2. For the *Shamash*, use two blocks placed on top of one another.
3. Let children paint the blocks. They could paint the blocks in an alternating pattern of gold and blue.
4. Help them glue the wooden blocks onto the wooden base.
5. Glue the candle bases onto each block.
6. To finish off the menorah, you may want to paint the wooden base.
7. As they act out stories related to Hanukkah, crumple aluminum foil on the wicks of the candles.



A Kwanzaa Placemat

Weave a special place mat, called a *mkeba* for Kwanzaa, an African-American holiday that begins on December 26th and ends on January 1st. This holiday recalls traditional African harvest festivals.

You'll Need: 12 inch x 18 inch construction paper: red, green, and black △ scissors △ clear contact paper (OPTIONAL) △ chalk △ ruler



What to Do:

1. Fold the black construction paper in half lengthwise.
2. Using the chalk and ruler, draw 1-inch lines from the fold to within 1 inch of the edge.
3. Cut on these lines. Be sure NOT to cut all the way to the edge. Set it aside.
4. Using the ruler and chalk, draw 1-inch lines the length of the red and green paper.
5. Then help older children cut along the lines to make 1-inch x 18-inch strips of paper.
6. Using the strips, show children how to weave, talking them through the steps of over and under. Let them finish the weaving.
7. Cover the mat with contact paper so that it will last. Let children use this mat as they act out stories related to Kwanzaa or the poem on page 4. Children can place the fruits and vegetables on this special mat.

IN THE BOOK CORNER

- *The Grinch Who Stole Christmas* by Dr. Seuss (Random House)
- *Christmas in the Barn* by Margaret Wise Brown (Putnam)
- *A Chanukah Fable for Christmas* by Jerome Coopersmith (Putnam)
- *Laughing Latkes* by M. B. Goffstein (Farrar, Strauss & Giroux)
- *Five Little Foxes in the Snow* by Tony Johnston (Harper Junior)
- *The Children of Noisy Village* by Astrid Lingren (Penguin)
- *It's Kwanzaa Time!* by Linda Goss and Clay Goss (Putnam)

SPECIAL PROGRAMS

Often, at holiday times, people are very stressed. Special productions can add to holiday stress for adults and children. So holiday presentations should be simple— everyday activities with an audience. Let children choose a story or song to share.

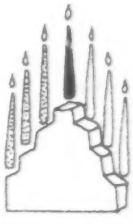
If it is a long one, help the group recall the beginning, middle, and ending of the story. Let them decide which part to act out for an audience. Keep it short and simple. Let children create simple costumes as an art project. Rudolphs can simply have red circle noses, cut-out handprints as antlers, and brown paper tails. The Star of David can be simply made of cardboard and glitter. Children can design, cut, and paste invitations to a short presentation for busy parents. Perhaps at snack time, the group can prepare latkes or Christmas cookies to share with their audience. Childrens' performances are always enjoyed by their proud, camera-toting families.

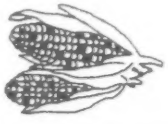
Having acted out the story often with several different actors, children are all familiar with the informal "script" and are comfortable in front of an audience.

Even the youngest children can act out a favorite poem, song or fingerplay. Perhaps your group will enjoy acting out "Kwanzaa, First Fruits."

Kwanzaa, First Fruits

Kwanzaa, Kwanzaa;
first fruits
Kwanzaa, Kwanzaa;
first fruits
Beat upon the Conga drum.
Kinara (Vinara) lights three red candles
We give thanks for fruits of the earth.
Kwanzaa, Kwanzaa; first fruits
Kwanzaa, Kwanzaa; first fruits
Beat upon the Conga drum.
Kinara lights three green candles
Corn, beans, peas, squash and greens.
Kwanzaa, Kwanzaa; first fruits
Kwanzaa, Kwanzaa; first fruits
Beat upon the conga drum.
Kinara lights one black candle.
Mshumma (Mishumma) holds seven candles to celebrate.
Kwanzaa, Kwanzaa; first fruits
Kwanzaa, Kwanzaa; first fruits
Beat upon the Conga drum.





Ideas: Jeannine Perez, Sherry Burrell, Judith Nuss

Art: Catherine Minor, Nina Wolding, Debby Dixler

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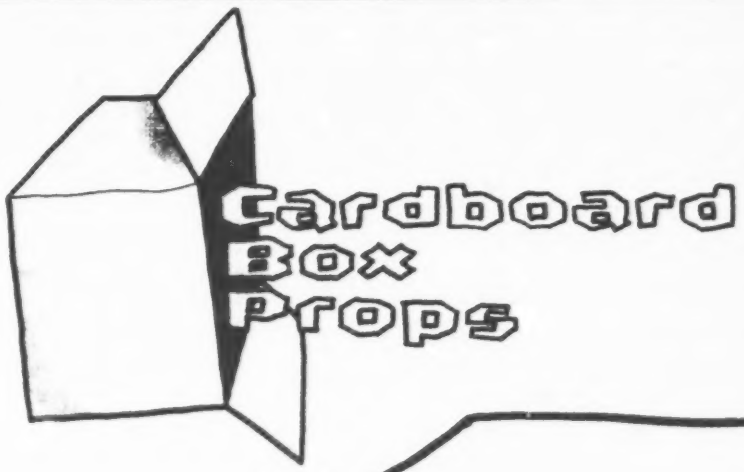
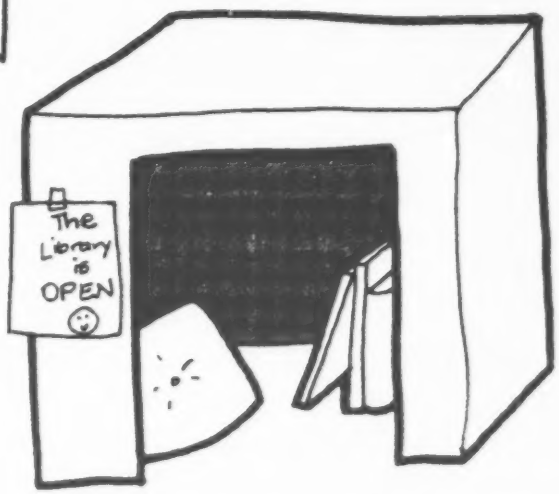
Cardboard Box Props

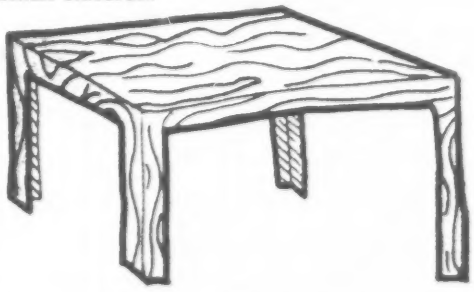
◆ **House Boxes** of all sizes become exciting props for children. A large box from an appliance or furniture store becomes a house. Turn the box upside down. Cut a large flap in the side for a door, and cut out a few windows. Children enjoy coloring or painting their house and putting carpet squares inside. Give them wallpaper scraps and glue for the inside walls, or encourage children to hang up their own drawings.



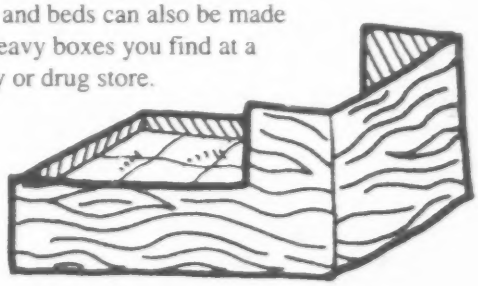


◆ **Library** Add a few books and a sign above the door of the cardboard house, and you have a library. Or, hang a sign that says "Quiet Center." Children may take in a doll or a stuffed animal and a book to "read aloud." Two children may enjoy reading together or playing a quiet game in this snug place.

◆ **Table** Office supply companies will give you heavy cartons that once held copy paper. Remove the top from a carton. Turn the box upside-down and use a razor knife (ADULT USE ONLY!) to cut it out so that what is left resembles a table. Cover it with wood patterned, adhesive-backed paper. This little table is a perfect size for dolls, stuffed animals, and small children.



◆ **Baby Bed** Make a bed for a baby doll. Use a razor knife (ADULT USE ONLY) to cut a copy paper carton about six inches from the bottom. Cover the outside with wood grained-backed paper. Cover the inside with patterned adhesive-backed paper. Put a pillow inside for a mattress, and add a baby blanket or piece of fabric. Tables and beds can also be made from heavy boxes you find at a grocery or drug store.

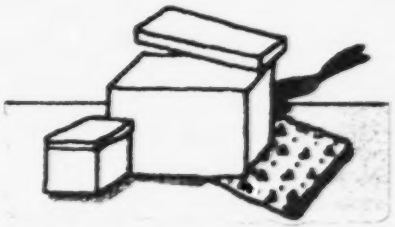


In December at Familytlc.net:

TWO's
Music: Holiday Hug Song

3 AND 4's
Games: Gift Lid Matching Game
Winter: Holiday Card Garland

5 TO 7's
Cooking: Graham Cracker House



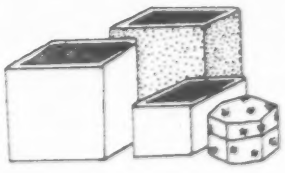
INFANT CARE: Toys, Toys, Toys**

Toys are learning tools for babies. Often, simple household objects such as pots and wooden spoons are great toys. If you buy toys, make sure they are safe for the babies in your care. Don't let them play with anything that has parts they can choke on. Check for sharp edges and points that can cause injuries.

Offer the following kinds of toys to an older baby. His muscle control and balance will improve. He will begin to use his imagination. These toys also help him understand size—the beginning of math skills.

- Stacking toys in different sizes, colors and shapes
- Unbreakable mirrors
- Wheeled toys such as cars and trucks that are made of flexible plastic
- Balls of all sizes
- Cardboard books with realistic pictures
- Toy telephones
- Toys that make noise—music boxes, busy boxes that squeak and squeeze toys

Save the following "beautiful junk" for babies to play with. When the containers become ragged, toss them away. You'll almost always have a clean, sturdy replacement.



- Paper tubes
- Empty boxes
- Plastic egg cartons that you have washed with soap and water
- Empty and clean milk or juice jugs (without caps)

** adapted from U.S. Department of Agriculture, U.S. Department of Education and U.S. Department of Health and Human Services, Healthy Start, Grow Smart, Washington, D.C., 2002

Ideas: Barbara F. Backer, Karen Stephens, Jeannine Perez

Art: Debby Dixler, Catherine Minor, Nina Woldin

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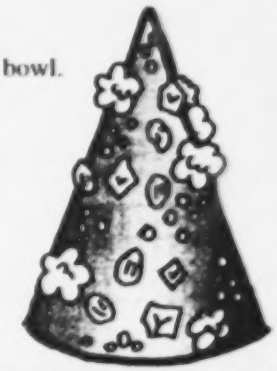
Everyday TLC — Teaching Learning Caring

Parents & Kids Together

SPECIAL HOLIDAY FUN IN THE KITCHEN

CHRISTMAS CONE TREE

You'll Need: cone-shaped ice cream cone △ 1/2 cup margarine △ 2 cups confectioner's sugar △ 2 tsp. milk △ green food coloring (or blue and yellow) △ trims such as raisins, dried fruits, popcorn, tiny candy sprinkles △ a small plate △ measuring cup and spoons △ bowl △ spoon

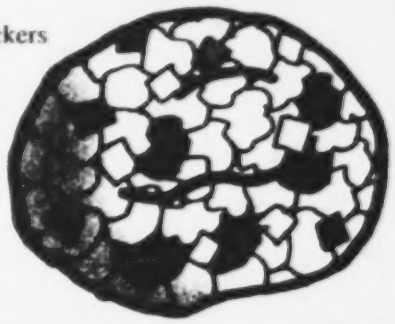


What to Do:

1. Invite your child to help you measure and combine sugar, margarine, and milk in a bowl.
2. Blend well.
3. Let your child add a few drops of food coloring to tint the frosting green.
4. Place the cone upside down on the plate.
5. Invite your child to cover the cones with green frosting.
6. Ask him what he would like to use to decorate the cone "tree." Then encourage him to decorate the frosted cone.
7. Allow the cone to harden and use it as a centerpiece for your table during the holidays. You can enjoy looking at it for a while, AND then gobble it up!

FRUIT AND HONEY BALLS

You'll Need: 1 cup raisins ○ 1 cup chopped dates ○ 10 whole graham crackers ○ plastic bag ○ rolling pin ○ 1/4 cup honey ○ bowl ○ fork ○ spoon



What to Do:

1. Help your child place the graham crackers in a plastic bag and crush them with a rolling pin.
2. Let him place all the ingredients in a bowl and mix well with a fork.
3. Show your child how to take a full teaspoonful of the mixture and roll tightly into a ball.
4. Keep making balls until all the mixture is used.

DRIED FRUIT WREATH

You'll Need: dried fruits: figs, apples, prunes, pitted dates, apricots, and pineapples △ 18 to 20-gauge steel wire (10 to 12 inches for each wreath) △ 6 inches of ribbon △ tissue wrapping paper △ wire cutter

What to Do:

1. Talk together about the ways you could string the fruit to create different patterns.
2. Invite your child to string the dried fruits on the wire in any pattern she chooses.
3. Twist the ends of the wreath wire together.
4. Use the ribbon to tie a bow to cover the rough ends of the wire.
5. You might hang an ornament or holiday cookie from the bow.

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Ideas , Kathy Faggella
Art: Catherine Minor, Nina Wolsko,Debby Dixler
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PLANS FOR DECEMBER

Activity	Week of December 1	Week of December 8	Week of December 15	Week of December 22	Week of December 29
Circle Time					
Free Choice					
Learning Centers					
Creative Art Activity					
After-Schoolers					
Prep Work					

S63 P1

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